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# SCHOOL JOURNAL

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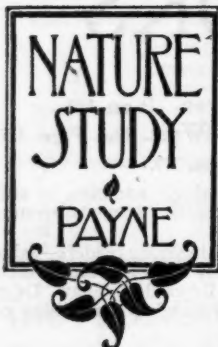
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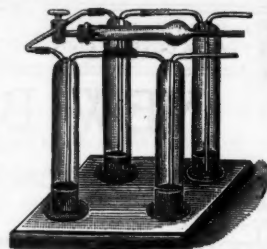
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Vol. LVIII.

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## Character.\*

By EMERSON E. WHITE.

All life is dual. It has an inner being and an outer manifestation—Nature is but the visible manifestation of that Infinite One who is its source and life. "There lives and breathes a soul in all things, and that soul is God."

This principle of life duality is eminently an attribute of man. Not only has he two natures, a physical body and indwelling regal spirit, but each has an inner life and an outer life—a duality of existence.

### Character and Conduct.

In the moral life, these two existences are distinguished in part by the terms character and conduct. Character is the inner principle of the moral life; conduct is that principle in its outer, visible flow. Character is the fountain; conduct the outflowing stream. Conduct is character made visible and vocable.

Nor is this the whole truth. Character is not merely the principle of the moral life. It is also its result, its creation. Every act of the soul leaves as its enduring result an increased power to act and a tendency to act again in like manner. Power and tendency are the resultants of all psychical activity. The powers and tendencies resulting from moral action constitute moral character. *Character is the total resultant of man's moral life.*

It is thus seen that the human is not a mere canvas on which life throws her images of thought and desire only to vanish again and give place to succeeding shadows. Every thought, every emotion, every aspiration arising in the soul leaves its impress there, and becomes a part of it. Man thus becomes a human soul. The thought I am now thinking, the feeling I am now cherishing, will live forever, an inseparable part of my existence. The roots of what we are to-day run back under the soil of all our past life and touches every past experience. There is in every human soul an unerring memory out of which nothing absolutely fades.

### The Influence of the Inner Life.

Man's real influence flows from his inner life. Indwelling character is the source of man's power and success. Back of all a man does or says is the man himself—a mysterious something identified with and yet independent of the clay tabernacle in which he dwells. It is this inner man that is so mighty in influence, so irresistible in action. The very presence of a truly great and good man exerts a mysterious power over us. Wendell Phillips tells us that O'Connell's audiences were always disappointed by the evident reserved force and beauty that lay back of his resistless eloquence. They wished O'Connell to put all of himself into speech, but the more he put into words the more they saw back of them. This is the secret of oratory.

This leads us to the fact that man's inner life is wrapped

in no inscrutable secrecy. Character may be veiled, but it cannot be concealed. It is self-luminous. Every desire, every emotion, every purpose of the soul has its outer sign and expression. We wear our lives as we wear our garments—on the outside; and we are known much better than we think. This explains the art of the detective—an art that picks out a rogue in a crowd or "spots" him as he alights from a railroad car at the station and "shadows" him thru the city.

### Outward Signs.

The address next considered some of the *outer signs* of the inner life, using a wealth of happy illustrations.

The first of these soul revealers is the *temper*, that nervous system of network, which, when we least expect it, always pulls off our mask and reveals the inner life to the outer world. The temper is the soul's publisher. Its infallible bulletins are issued thru all manner of impulsive movements and moods.

Another medium thru which the soul looks out is the *human face*. The eye is the open window of the heart; moreover, the eye is honest. It has an opening for confidence and a shutting for distrust, a sunshine for joy and a cloud for sorrow; and all this language has no counterfeit. The face is the heart's open showboard where it delights to hang out all its wares. When a new joy streams into the soul, how it radiates from the face. Joy and sorrow, love and hatred, envy and adoration are all mirrored in the face in faithful images. Moreover, it is the beauty of the life-story which the face tells, that makes it beautiful. Every act of truth or of heroism, every noble impulse arising in the soul adds a line of grace and loveliness to the face. On the contrary, if there be moral deformity in the heart, no matter how classical the features of the face, the unhallowed possessions within will look out hideous and hateful. The arts of sculpture and painting are based on the fact that the human soul is revealed thru the body. Great artists paint souls.

Another of these character revealers is the *human voice* whose tones, like the Eolian lyre's, are the very breathings of the spirit within. The voice has a tone that flows unconsciously for every mood of mind or heart. In its tones there lurks a power strong enough to quiet the ravings of a maniac. The voice is not all harmony because human life is not. The discord in the voice is the echo of the discord in the life.

Another tell-tale of the heart is the *laugh*. "Laughter," says Carlyle, "is the cipher-key with which we unlock the whole man." Steele observes that man is the only being that laughs, all created beings above him and all below him being serious. There is character in the laugh. It is a remark of B. F. Taylor that "honest men laugh in vowels while mean men laugh in consonants! When a man in laughter hisses thru his teeth a coil of sibilants at you, look out for him; he will bear watching." I will choose my friend by the quality of his laugh and abide the issue."

The *smile* is the visible joy of the heart, mantling the face. It is true a man may smile and smile and be a villain, but it is only a surface smile. The truest and

\* An outline of Dr. Emerson E. White's great lecture on *Character*—an address that so delighted the Rhode Island Institute of Instruction at its late meeting, and a year earlier the State Teachers' Association of Massachusetts.

sweetest of all human smiles is that which lights up the face of the mother as she looks down into the face of her first-born child, awakening there at last a smile in return.

The most subtle of all character revealers is the *manners*. Manners may be defined as a compound of spirit and form, spirit acted out into form. Sterne has well said that a wise man takes his hat from a peg in a manner different from a fool. A wicked man speaketh with his feet. "A noble and attractive every-day bearing comes," says Dr. Huntington, "of goodness of heart, of true refinement of life, and these are bred in years;" they are not acquired in a few lessons. The principle that rules one's life makes his manners for him.

*Language* is a great revealer of man's inner resources and quality. There are elements in the most trivial conversation that mark the man or woman of true culture. Dr. Johnson said of Burke that if a stranger should meet Burke under a shed while a shower was passing, he would go away and say, "That was an extraordinary man." Words have been called soul measures. The significance of words depends on what the soul puts into them. "Silence is gold and speech is only silver," says the old proverb, but speech is gold when the soul has gold to put into it. There are experiences in human life that no language can express. There are griefs so deep that their only expression is the wasting form; their only rhetoric the coffin and the tomb.

#### The Truth will Out.

Whatever may be the means by which our inner life is revealed, of one thing we may all be assured: *What is in us will out in spite of all our shams and coverings.* If angels inhabit our inner sanctuary, their bright forms will be seen at the open doors, and their music will be heard from the towers of our life; but if imps and demons possess the heart, they, too, will show themselves at the window and their discords will burden the outer air. There is a great difference in the transparency of different persons. Some fill their windows with stained glass to let in light and shut out sight; others close the blinds to shut out sight,—and still others hide their purposes in the soul's dark cellar. But all is futile. The coming of some sudden passion, the enticing knock of some strong temptation will throw open blind and door, and the imprisoned purpose will leap out into the daylight. The only safe life is one that will bear unbolting. Genuine character is its own sufficient defense.

This doctrine of the inner life discloses a common error respecting the value of school training. There are those who ask of every school study, "Of what practical use will its facts be in the shop or in the store, on the farm or in the factory, in managing a railway or a bank?" This doctrine shows that the abiding, practical result of school training is soul power. Every search for truth leaves as its best and most enduring result an increased power of search. The act of acquiring knowledge is better than the knowledge acquired. Knowledge may guide and enlighten, but power is the lucky winner of success in all the conflicts of life.

This doctrine also explains the formation and power of habit. Every act of soul or body leaves as an abiding result increased power and tendency, and every repetition increases such tendency. When an act repeats itself, unless resisted, habit is formed. Mental habits are not so easily formed as those of the body. A virtuous and true life is an ascent, and every step upwards requires the putting forth of a new energy. Vice, on the contrary, is a down-hill slope, and every step adds to the momentum of its victim. Man sows a desire and reaps an act; he sows an act and reaps a habit; he sows a habit and reaps a character; he sows a character and reaps a destiny. Thus in four sowings, a wrong desire may end in a fearful destiny.

#### Personal Influence.

This doctrine constitutes the practical philosophy of

personal influence. It is a great mistake to suppose that character and influence can be divorced. You might as well attempt to separate a stream from its fountain. Influence is the consequence of character; and where genuine character is wanting there will always be missed that irresistible charm and power that flow from indwelling goodness and manliness. We cannot become influential by passing a resolution. Our words must bear the stamp of a true life or they will not pass over the counters where influence is exchanged.

#### Character no Accident.

All that has been said leads to the one conclusion that character and influence are not accidents of life. They neither spring from the ground, nor fall from the sky. They are in the man, at once the result and the reward of noble living. How impressive the parting words of Horace Mann to the young: When bewildered by social display or tempted by the seductions of flattery, Orient yourself. Begin each new day by turning your back to the night, your face to the light, your soul to heaven. *Orient yourself!!*

The grandest result of human life is manhood, and the regal fact in manhood is character. A noble character is at once the joy and the victory of life.



### Music: Its Nature and Influence.\*

By WILLIAM L. TOMLINS, New York.

(Continued from last week.)

The song is the utterance of the *inner self*. In a profounder analysis it may be found that *all is within*, the *without* is only a sense-illusion. To our finite understanding both the *within* and the *without* are unfathomable, unmeasurable. We can see a star a million miles away and that same star can be seen reflected in a dew drop. You are familiar with those little Chinese ivory boxes and how upon opening one a smaller box is found inside, and another and another and another. In some such way, take the smallest center obtainable in this circle and multiply it under the microscope a thousand diameters; then take the center of that enlargement and multiply that again with a microscope of stronger power—repeat this process hundreds of times. True these microscopes have not been made, nor will they be, but the capacity is there awaiting the research. "The Kingdom of Heaven is within."

#### A Broader Vision.

My mind goes back twenty-five years to a company of singers who rehearsed Handel's "Messiah" for interpretation; the next and every succeeding season we studied it over again from a deeper point of view, but unlike the ivory box illustration, each year opened out to us broader vision. We did not reach that *inner* where Handel's great soul conceived, nor may we in this life. Still less may we reach to the innermost of all.

We are too prone to be impressed with the *largeness* of things—those mountains which can "be removed." It was not in "the mighty wind," nor "the earthquake," nor in "the fire," but in "the still, small voice"—that "onward came the Lord."

Returning to our bell illustration let us in fancy visit a church belfry in the silence of the night. Suddenly the big bell peals out the hour and as the loud boom gradually dies away the harmonics of the tone are heard. They sound higher and higher in pitch, but in reality they are inner and inner. They began to sound as the clapper struck the bell but only as the fundamental bell-tone died away were they distinguished as apart from it. Previous to this diminuendo these overtones, mingled with the father tone and seemingly were lost in it. Really, they were the contributing elements which gave the bell-tone its quality.

(To be continued.)

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## Best Educational Thought in Current Periodicals.

### International Sympathy.

Pres. E. D. Warfield, of Lafayette college, contributes to the March number of *Education* a brief article entitled "International Sympathy." Dr. Warfield reminds us that the past year, like every period of intense national activity, has made us feel afresh the duty of personal interest in public affairs and the value of a conscientious activity in the work of forming public opinion.

The writer states that it has been urged by the British press that the principal cause of the hostility which constantly manifests itself in America against Great Britain has its root in the false patriotism inculcated in the schools in connection with the instruction in the history of the United States. Dr. Warfield does not believe it is more than a half truth. The school books may too highly accent the idea of oppression in the Revolutionary struggle, and too little present the support that was given us by the patriot whigs like Chatham, Fox, Burke, Conway, and the rest. But they surely are deeply loyal to the best traditions of English life and thought. I fear, however, a less just spirit pervades our schools with reference to things continental. We run after foreign thought, we bow down to many a German idol in our educational programs, but we are impatient of social differences and caustic towards political diversities.

To Dr. Warfield it appears "that our youth need nothing more than a careful training in opposition to this feeling. We are large minded enough to very generally reprobate the anti-semitic movement which has for some years disgraced so many countries of continental Europe, but our ears are often jarred with the jeering epithet that is flung at the Jews in our own cities. We join with the cultivated of every age and country in our delight in Italian art and literature, and, when the golden opportunity comes, in the delicious climate, the marvelous scenery and the historic remains of sunny Italy. But her emigrant children are greeted with an opprobrious nickname in our land. We may be right in the attitude we take towards the Dreyfus and Zola trials, but while we condemn the reactionary party are we loud enough in our praises and confident enough in our sympathy with the party of freedom, equality, and progress?"

"What we need to inculcate is a deep international sympathy. It is impossible to shut our eyes to the magnificent advance all civilized peoples are making in these last days of this great century. And when all are so clearly climbing to the light let us study rather to understand the paths others are pursuing instead of pretending to be on the only right road.

"Surely we have had enough of the bitterness of war to sate our great peace loving republic. Yet I am sure that a deeper evil, worse in itself and more insidious, is the international hatred and suspicion, which breed wars. And in this work I would urge the co-operation of all who teach. Even in this hour we may well remark how few seem to comprehend the pitifulness of a great country, a widow among nations and bereft of her children. We may well use such a picture to teach a great lesson, but not to point a jibe. Had Spain stooped to the rod in the hands of the great ruler of human events, had she shared her wealth with a spirit of world-wide brotherhood, she would not to-day sit desolate.

"In our great republic all nations have contributed something to the present splendor of our strength. Few of us can claim unmixed English descent, and it would be a doubtful boast if we could. Ours is a mixed ancestry, and ours a future compounded of all the richness of many lands and many peoples, instinct with the queries of every race and touched with the informing sympathies of a wide and noble brotherhood. It is for us not only to rejoice in this fact, but to teach the next generation to consciously

grasp and courageously foster the broadest sympathies, the largest helpfulness, and the most active support of all measures that will secure international agreement and universal peace."



### Salaries of Teachers :

#### From the Economic Point of View.

The discussion of the salary question, so vital to all in the teaching profession, has been continually waxing warmer for several years past. Within the last few months several valuable articles have appeared on the subject in the various magazines, so that consideration of the problem from the economic point of view, as taken up by John B. Clark in the *Columbia University Quarterly* for March, is both timely and interesting.

The writer states that the productive power of a man's work, other things remaining equal, varies inversely as the number of men in the occupation in which he is working. Comparative wages, then, are influenced by the comparative number of workers in the different employments. If anything diverts men in considerable numbers from one calling to another, the rate of pay in the latter calling will be reduced and that in the former calling will be increased.

This productivity standard of wages, continues Prof. Clark, has to be applied in a special way in connection with teaching; for there is not much teaching done in this country that yields, in dollars and cents, a return that equals what it costs. Not many teachers earn their pay by bringing in tuition fees. Schools are created and maintained for the purpose of scattering unpaid benefits thruout society. Teachers are hired that their services may be largely given away. It is vital to the state that a work which cannot draw its pay from the public in fees should still be done by the schools.

The man who elects to become a teacher has to be lured out of the other occupations; and what he could have earned in those occupations is the first element in determining what he is willing to take elsewhere. How much must a school pay to keep a man from going into a law office or a counting-room? is the question to be answered. The law that causes the efficiency of an individual worker to vary inversely as the number of persons in his occupation, also works directly in the case of teachers. Other things remaining equal, more teachers mean a smaller service rendered by each of them.

#### Worth of Character and Intellect.

Tho the state does not collect from pupils the price of the teacher's services, it is not indifferent to the real value of those services. It knows that character and intellect count very heavily in determining the amount of the teacher's product. It has to pay for them at a high rate, since they also count in other occupations. If a teacher is fit to manage a railroad corporation or a manufacturing company, why should not pure theory require that he be paid at the same rate as the men who hold these positions? Very subtle, however, is the working of the experimental process by which the managers of a great business are selected. In order that a teacher should be paid at the same rate as the railroad manager, it must be known that he can produce for some railroad as much as a manager receives. This knowledge can never exist without long practical test of a man's productive power in the railway business.

The fact is that the teacher, in choosing his profession, makes an estimate of what he could probably earn elsewhere, not as a railroad manager, but in some place that he can count on reaching. The school must pay him enough to induce him to forego this chance, as he esti-

mates it. As a rule, a man relinquishes, not what he is earning outside of the school, but what he thinks he could earn.

#### Other Inducements.

Prof. Clark believes that the school can, nevertheless, get men for less than the same men could earn elsewhere; for the teaching profession has more than mere money to offer, and the man who sees the chance of earning three thousand dollars a year in business may forego it for two thousand dollars plus the other inducement. He suggests in the first place that the agreeableness of the teacher's profession is a great consideration; and in estimating the elements that make it agreeable, weight should be given to the purely intellectual pleasure that the occupation yields. Much of this is afforded by the mere presenting of scientific truth to young minds. Again, to the person who is conscious of the power to make scientific discoveries, the opportunity afforded by this vocation may be an offset for a six-figure income. Further, the respectability of the teacher's profession counts where greater considerations are wanting.

The intermittent work required of the teacher involves paying him more by the hour or the day than would be necessary if he worked continuously; but it makes him willing to accept far less by the year. Holidays, vacations, and free hours count heavily in determining the attractiveness of an occupation; and the opportunity to control a considerable portion of his time is a powerful incentive in making a person willing to give up the large pay offered in occupations that do not afford such freedom.

#### From the Side of the School.

With a given amount of money the managers of a school or college must do the best they can with it. They must have teachers of as high a quality as they can get, consistently with the policy of having a large enough number. Would, then, increase of the resources of the schools remove the difficulties in the case? Would it ever put teachers on the same plane of living as the men who are their personal equals? In theory it ought not completely to do this and in practice it probably would not. With twice as much to spend as it now has, a college would still have to use its funds for the benefit of its pupils and the public. With more money to spend for teaching, it will find that its duty requires that it should get more teachers or better ones. The discrepancy between what the new men will take as teachers and what they might get in other pursuits will still exist. It is, therefore, the positive duty of a school to take advantage of teachers' willingness to accept other inducements in lieu of pay. A teacher, moreover, cannot justly ask that the public shall give him as much money as it gives to others, besides special considerations that it does not give to them. Here, then, is a deadlock. However it may grow in wealth, a college or a school must do all that it can for the public: it must get as good teachers as it can for the money. But, if it does this, it would hire them somewhat more cheaply than a railroad would hire men of similar personal qualities. The teacher, in comparison with the man of business, will in consequence be relatively poor.



### President Eliot and Educational Reform.

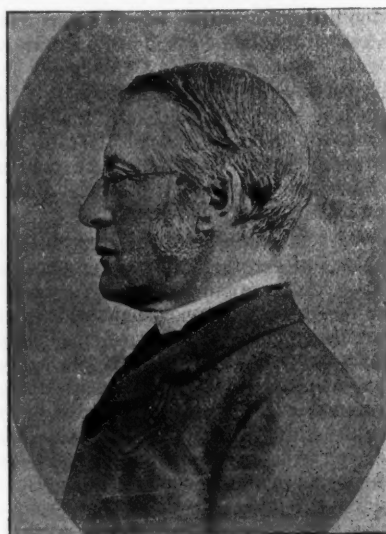
Taking for a text the recently published collection of President Eliot's educational addresses, William De Witt Hyde has a nine-page article in the *Atlantic Monthly* on the Harvard president as an educational reformer. By way of contrast with present conditions, Dr. Hyde indicates some Harvard requirements in the year 1869. For admission there were required the traditional Latin, Greek, and mathematics with a little ancient history. For the college course the backbone of the curriculum consisted of prescribed studies supposed to be equally profitable to all. Large place was given to metaphysics, the amount being specified in a given book and narrowed

down to a precise number of pages. Dr. Hyde suggests that "the fact that instruction in science is primarily concerned with pages and chapters anyway, and the notion that whether in one book or many a subject like political economy can be finished, makes us rub our eyes and look twice at the title page, to see if this indeed can be a catalog of Harvard under President Eliot."

And what has the president done? He began by fighting for liberty in choice of studies; freedom of investigation in teacher and taught; science by observation and experiment; philosophy and religion by candid criticism of proposed solutions of problems considered. The task was simpler at Harvard than it would have been elsewhere, yet it was not until 1884 that these principles were finally established thruout the college by making the work largely elective.

#### Outside Work.

Meanwhile, says Dr. Hyde, President Eliot was fighting the same battle in behalf of the colleges of the country at large. Year after year at the Association of New



Pres. Charles W. Eliot, of Harvard University.

England Colleges, he pointed out the defects of prescription and the blessings of freedom. In 1894 he urged the establishment of a common board of examiners, whose certificates should be accepted by all. He proposed to start with five colleges besides his own—yet not five could be found to co-operate in this advance!

#### Other Changes.

In 1869, President Eliot found the Harvard medical school little more than a commercial venture. There were no requirements for admission; attendance was compulsory for two brief courses of lectures only. By 1874, continues Dr. Hyde, the students were divided into three classes, with rigid requirements for promotion. In 1892 the course was extended to four years, and now the announcement is made that after June, 1901, candidates must present a degree from a reputable college or scientific school, unless admitted by special vote of the faculty. The work done for the law and divinity schools has been similar and just as great.

#### Graduate Work.

The condition of graduate work at Harvard in 1869 can be inferred from the fact that the degree of Master of Arts was given to all graduates of three years' standing and of good moral character on payment of five dollars; and no other degree beyond the Bachelor's was offered. In 1872 the degrees of Master of Arts, Doctor of Science, and Doctor of Philosophy were offered on definite terms. In his report for 1876-77 the president remarked that, "for a few years to come, it is to the improvement of this department of the university that attention may be most profitably directed." As a result,

Harvard performed successfully the task of rearing a graduate school on the foundation of undergraduate work, with positive inspiration to the latter. The school has planted itself firmly on the Harvard degree of Bachelor of Arts, or its equivalent, and has refused to confer the degree on any man who has not grasped the subject as a whole, as well as developed some aspect of it sufficiently to render him a competent, and so far as training can contribute to it, an inspiring teacher.

#### Secondary Schools.

President Eliot next turned his attention to the secondary schools. By his prodigious labors on the Committee of Ten he secured sanction for his long-cherished views. At the same time he secured the working out in detail of the practical application of the measures by representative experts in all the departments involved; thus giving to secondary education the greatest impulse in the direction of efficiency, variety, serviceableness, and vitality it has ever received, and winning, says Dr. Hyde, "the grandest victory ever achieved in the field of American education."

"President Eliot's reforms have been rooted in principles and purposes which at bottom are moral and religious. He has gone up and down the whole length of our educational line, condemning every defect, denouncing every abuse, exposing every sham, rebuking every form of incompetence and inefficiency, as treason to the truth, an injury to the community, a crime against the individual. To his mind, intent on making God's richest gifts available for the blessing of mankind, a dull grammar school is an instrument of intellectual abortion; uniformity in secondary schools is a slow starvation process; paternalism and prescription in college is a dwarfing and stunting of the powers on which the prosperity of a democratic society must rest; superficial legal training is partnership in robbery; inadequate medical education is wholesale murder; dishonest theological instruction is an occasion of stumbling to be dreaded.

"Such has been the work of this educational reformer.

"What, then, has been his reward? For the first twenty-five years he was misunderstood, misrepresented, maligned, hated with and without cause. In later years, now that most of his favorite reforms are well launched, and his services in their behalf are acknowledged with gratitude on all sides, there has been manifest a great change, amounting to the kindest appreciation of temperaments widely different from his own. Yet his chief reward has

been that which he commended to another, 'the great happiness of devoting one's self for life to a noble work without reserve, or stint, or thought of self, looking for no advancement, hoping for nothing again.'

### The Camera for Bird Study.

The first number of *Bird Lore*, issued in February, contains some very practical suggestions by Dr. Thomas S.



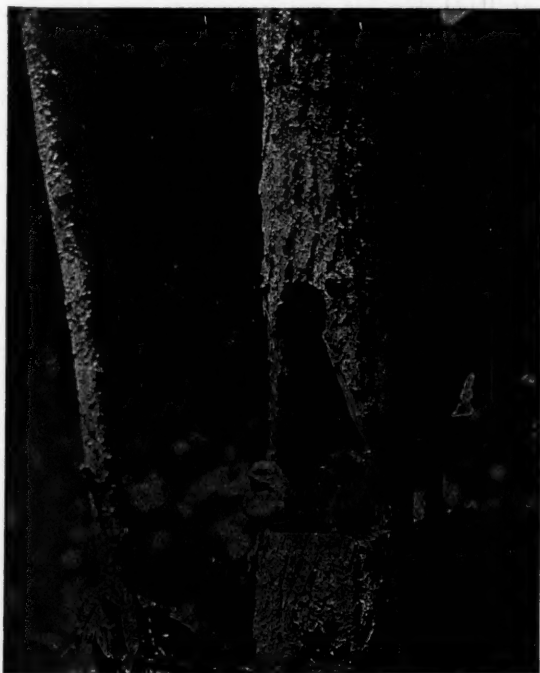
Chickadee Leaving the Nest.

Roberts, on the value of the camera as an aid to the study of birds. The growth of avian photography, Dr. Roberts writes, has been of short duration, but already a number of ornithological works and especially the pages of the journal literature of the day, bear testimony to the merit of this method of securing bird pictures. The writer continues:

"The successful bird photographer must possess a good camera, including a first-class lens, with at least an elementary knowledge of how to get the best results from it; some acquaintance with field and forest and their feathered inhabitants, and a fund of patience, perseverance, and determination to conquer that is absolutely inexhaustible. No matter how well equipped in other respects, this latter requisite cannot be dispensed with. One difficulty to be encountered is that there is little opportunity to arrange the lighting or background of the object to be photographed, and as the latter is apt to be either green foliage or the dull ground, with the camera very near the object, the beginner will be much perplexed to determine the proper stop and the right time of exposure.

"One of the greatest field difficulties is that the camera is rarely focused upon the bird to be taken, but is either snapped at random or focused upon some spot to which the bird is expected to return. The latter, in the great majority of cases, is the nest; at other times a much-used perching-place or feeding-ground. Success depends, therefore, very largely upon the nature, disposition, and habits, especially nesting habits, of the particular bird being dealt with. Some birds are of a confiding, unsuspecting nature, and easily reconciled to quiet intrusion; while others are so timid and wary that hours of time have to be expended, and all sorts of devices resorted to, in order to get the coveted 'snap.'

"The nest being the lure usually employed to bring the bird within range of the camera, it will follow that the nesting season is the time of year when most of this work must be done. Thus, spring and early summer are the harvest time of the bird photographer, and as it happens that these, of all the seasons, are the most delightful in which to be afield, the bird-lover, with glass, camera, and note-book, can leave care behind and find contentment, rest, and peaceful profit in the glorious days of June.



Young Chickadees.

The accompanying photographs "well illustrate what charming and dainty little pictures can sometimes be secured with most trifling effort. Success in this instance was easily attained because the little 'sitters' were not very unwilling and because the conditions under which they lived were more than usually favorable. The subject of the photographs, the little Black-capped Chickadee, or Titmouse,—*Parus atricapillus*, the scientists call him,—is familiarly known to almost every one who has given even casual attention to birds. Its generally common occurrence thruout the United States, cheery, happy disposition, and lively notes as the little band, for they usually travel in companies, goes roaming thru woodland and copse, endears it to all."

### Ethics in French Schools.

\* A very gloomy view of the problem of moral instruction is taken by an anonymous writer, in the February number of *Revue des Deux Mondes*. While most Americans will be inclined to say "What of it?" to his strictures, maturer reflection may convince some that he does point out a specific danger in public moral instruction—the danger of making that instruction subservient to the ends of a party or sect.

For thirty years the teachers of France have made a decided stand on the question of moral instruction. They have been united in their opposition to anything savoring of the clerical point of view. With many, church domination has been a perfect bugbear.

Roman Catholic clergymen have been repeatedly accused of designs upon moral education which had never entered their heads. Nearly all the younger graduates of the normal schools seem to regard themselves as messengers of a new philosophy, a new morality, a new religion. They have boldly asserted that modern pedagogy is going to be established as the sub-structure of democratic government even as the priest was the mainstay of monarchy. One of the younger *instituteurs* writes: "The Church has been the great exploiter of consciences. She takes men from the cradle and leads them to the tomb. In that regard the Republic has got to imitate her. The school is the heir of the Church."

To put it briefly, the French teacher is in politics and, according to the writer, in politics for other considerations than his health. As M. Loubet, now president of the Republic, once remarked: "the humble pedagog has become the man of the situation." Talking at Nantes, in 1884, to the teachers of *Loire-inferieure*, M. Jean Macé said: "I started like yourselves as an obscure teacher. Now I am a senator! Only under the Republic can such things happen." He was vigorously applauded.

The secular bias of modern French educators is shown by the fact that in the laws regulating the teaching of morality, the name of God is not mentioned. As an example of fanaticism on the subject may be cited these lines of La Fontaine's which in the primary school reader most generally employed, are written:

Petit poisson deviendra grand,  
Pourvu que l'on lui prete vie.

In the original, of course, read *Dieu* in place of *l'on*. Yet so impossible has it been to keep the word *God* out, that it has recently been proposed to introduce into the schools a short historical course in which the development of the God-idea will be rationally traced.

So far as the teaching of morality is concerned, the teachers are almost unanimous in agreeing that any morality taught in the schools must be based upon principles accepted by everybody. That such principles exist no one seems to doubt, but what they are no one has been able satisfactorily to determine. More and more the teaching of morality has concerned itself with the duties of citizenship. There is the panacea. That is politics. The role of the teacher is that of the inspired bard of democracy. To attach his pupils to republican institutions is plainly enough his duty. Ethics in the French school has become synonymous with civics. Toward the

church the young graduates of the normal schools preserve the strictest neutrality, but their political radicalism is apparent. "The teacher ought," says M. Payot, "to take part in the great questions, political and social, which are agitating Europe. Living among the parents of his pupils, he cannot take refuge in neutrality."

Of a distinctly political cast is the *Educational League*, of which the late Jean Macé was the founder. It undertakes to do what is practically university extension work. With this movement nearly all the more progressive teachers are connected. Their enthusiasm for it amounts to idolatry. The fact that it has become to all intents and purposes a great bureaucracy does not dampen their ardor. To many it seems clear that the whole influence of the teaching fraternity is being cast in the direction of a state socialism of which they will themselves be the first victims.

The upshot of the whole matter is, according to the writer, that the government is squandering its money and the teachers their time and energy upon moral instruction which cannot, in the spirit in which it is carried on, be fruitful. Ethics and civics are not identical. It is time to put aside all subterfuge. In the chairs of pedagogy sit the champions of radicalism and even of socialism. The *Educational League* is strong enough to keep them there. Yet if anything is clear it is this—that the attempt to turn moral instruction in the schools into a political weapon involves a subversion of the principles of liberty.

### Modern Language Study in France.

Frenchmen have long been considered dull at learning languages. In the classics their attainments have been distinctly mediocre, while in the modern languages they have not, as a rule, manifested even an interest. Of late, however, conditions of commercial rivalry have led them to realize the importance of recognizing the existence of a civilized world outside of Paris, and the study of modern languages has begun to assume something of the importance it deserves. In a well-written article in the *Revue des Revues* for February A. Brocade tells something of the study of English and German in the *lycees* and other schools.

It is principally in the schools that have commercial courses, he says, that the modern languages are seriously studied. Altho ideas as to methods differ, it is the immediate, practical results that are aimed at. Not merely to learn languages, but thru language to learn to know the temperament of races is a theoretical way of putting the question. Says M. Michael Breal: "It is not to enable pupils to understand Goethe's ballads or the hexameters of Longfellow that we are introducing foreign languages into the course of the *lycee*. We want to put our young people into a position to know and follow the intellectual and scientific development of neighboring nations. We confine ourselves largely to prose writers, to Addison, Grote, Macaulay, Irving, Dickens, Schiller, Grimm, Humboldt, Max Muller. The study of poetry we leave to the institutions of the higher education."

English and German are the only modern languages at present studied in the French public schools. In the course of his article, M. Brocade pleads for a recognition of the claims of Italian and Spanish to a place, especially in the classical schools. There, from their similarity to the Latin, they might be pursued to great advantage.

In the teaching there are two methods employed sharply opposed to each other, each of which has its adherents. One is the classical method in which insistence is laid upon translation into French, and from French, with the weekly theme as the *piece de resistance*. So far as the ability to write and speak the foreign language is concerned this method generally results in a jargon. Those trained in it, however, not infrequently learn in a very short time to use foreign books and periodicals.

The other form of instruction is, of course, the so-called natural method, as employed by the Berlitz schools

in the United States. It has the advantage of securing good pronunciation, readiness with the stock phrases of conversation, and good grasp upon grammatical forms. It is a little weak in that it does not always give its pupils what to many is very important, a wide vocabulary and skill in sight reading.

It is very common to hear the parents of young pupils who have started English or German in school say that they are going to send their sons abroad for a year or two of study and observation. This, however, when the sons are out of school, they rarely do. French people are inclined to exaggerate greatly the discomforts and dangers of foreign travel and to be distrustful of the influences to which their children may, while abroad, be subjected. Knowing no families in London or Berlin, they hesitate to expose young men to the temptations of a great city. The custom has been started in certain schools of sending one prize pupil every year to England or to Germany, and the question is naturally raised why the heads of such schools should not appoint themselves a committee to discover proper boarding places and educational institutions abroad. It is certain that a great many French parents would resort to them for advice.

### Modern Languages in German Schools.

A few weeks ago a paper was read before the College of Perceptors, London, by W. C. Brown, on the teaching of modern languages in German schools. Descriptions of the methods of teaching English, as quoted in the *Educational Times* are of interest to American teachers as well as to Englishmen.

As regards efficiency of teachers, Mr. Brown says that several points are to be noted: No foreigners are allowed to teach in these schools; consequently all the French and English instruction is given by native teachers. This is an important advance on the method pursued in England, of having a Frenchman teach French and often German, too, (or vice versa). It is only in exceptional cases that a foreigner is able to obtain that discipline in class which is essential. Yet the teachers in these German schools are trained men, most of whom had spent some time in either England or France.

The main characteristics, as noted by Mr. Brown in his study of the methods pursued, are stated as follows: (1) From the very first the language is attacked as a whole. The teaching is analytic and not synthetic. The reading of a connected piece instead of the learning of isolated words is commenced at once. (2) There is a great deal of conversation and oral work, partly based on the reading and partly with a view to practicing special forms and idioms. (3) The mother tongue is used as little as possible, and is gradually superseded altogether. There is little or no translation into the mother tongue—only so far as is necessary occasionally for explanation. (4) There is a continually decreasing quantity of translation into the foreign tongue. It is replaced at first by questions set and answered in the foreign tongue, and finally by free compositions. (5) Grammar is taught inductively. Its rules are formulated from the reading and conversation matter. (6) Objects and pictures are extensively used. (7) A proper environment is further created for the learning of the language by bringing into prominence, in the material for reading, the customs, institutions, history, and geography of the country concerned.

"No better example could be taken as an exponent of the system as a whole than the teaching in a certain *Realschule* of Prussia. The director is a perfect English scholar and conversationalist, who has traveled a great deal in England, and is thoroly acquainted with all that is typically English. This wide experience has enabled him to compile the excellent book which is used as the basis of the English teaching in the school. It is called "The English Student"—note the absence of the word grammar in the title—and on the outside is stamped in black a representation of an English schoolboy in college cap and Eton jacket—an object of interest, mingled with curiosity, to the German boy.

After the preliminary lessons in pronunciation the pupil is at once transported to England and introduced to English schoolboy life at Charterhouse. The first part of the book is divided into sketches in the form of dialogs, and many of them are accompanied by wood-cuts illustrative of English life.

These sketches, fifteen in number, form the basis of the teaching; that is to say, they supply the material upon which the teacher founds all his lessons. They are wonderfully varied in subject-matter, thus widening the interest at the same time as increasing the vocabulary. For instance, on one occasion the boys come up to London for a day, and thus an opportunity is given for a description of the capital of the kingdom. The teacher at this stage shows some pictures and a map of London, and works up a small conversation on them.

Each sketch is followed by a narrative describing the subject of the dialog in short, simple sentences, gradually increasing in difficulty. These are first used as oral exercises after the reading of the sketch itself. Then, *and not till then*, they may be copied out or dictated. We next find corresponding to each sketch a number of questions in English, the answers to which are to be given by the pupils, and can be mostly obtained from the narrative; e. g.: "Where are Bob and Tim?" "Who rings the bell every morning?" In the same way, as with the narrative, these questions and variations on them are repeated until they are thoroly mastered, and then the pupils may be asked to write out answers to questions dictated to them.

And now for the first time some grammar is introduced into the lesson, beginning with the conjugation of the present tenses of verbs, and turning them into the interrogative with "do." No verb is ever conjugated alone, but always as part of a sentence, e. g.: "I do not talk while the master speaks." "You do not talk while the master speaks." "He does not talk while the master speaks."

A large amount of time is thus given to a very thoroly carried out scheme of oral work. This is supplemented by an equally carefully arranged plan of written work, beginning at the first with simple translation into the foreign language. This is almost at once replaced by the writing of English answers to English questions, and leads eventually to English composition, at first built up on a skeleton given, and afterwards perfectly free. The learning of poetry and proverbs is considered of great importance, and the boys are taught to recite the poems, and not merely to repeat them in a parrot-like fashion.

All points of grammar are carefully explained as they arise. Reference is made to a summary of grammatical rules at the end of the book, and it is not till a comparatively advanced stage is reached that these rules are expected to be known by themselves, at a time when, after such constant practice and reference to them, they hardly require much learning.

### Danger of Piano Study.

Dr. Waetzold states in a recent number of the *Journal d'Hygiene* that he believes that the chloroses and neuroses from which so many girls suffer, may be largely attributed to the abuse of the piano. It is necessary, says the author, to abandon the deadly habit of compelling young girls to hammer on the key-board before they are fifteen or sixteen years of age. Even at this age the exercise should be permitted only to those who are really talented and are possessed of a robust temperament. Dr. Waetzold shows that out of one thousand young girls studying the piano before the age of twelve years, six hundred were afflicted with nervous troubles later on, while the number having afflictions of this kind were only two hundred for those who commenced the study of the piano at a later age, and only one hundred were affected among those who had never touched this instrument. The study of the violin produces even more disastrous results than those attributed to the piano.

## The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING MARCH 25, 1899.

### Educational Articles of the Month.

The character of the material presented in this Monthly Review Number naturally depends to some extent on the quality of the contributions to be found in current periodicals. No efforts are spared to give a comprehensive digest of the best thought touching upon present problems or otherwise interesting to those most concerned in shaping the progress of the schools.

THE SCHOOL JOURNAL is willing to add to the number of pages whenever pressure of important article requires. This month there is no need for it. Few of the educational papers contain anything of special value, and, with the exception of the *Atlantic*, the magazines and reviews usually publishing at least one educational article a month have skipped the subject.

Much comment will probably be made upon a smart attack on the kindergarten, which ought never to have found admission to the pages of the *Atlantic*. But this production is so well handled in the letter by Mr. Abernethy published on another page that there is no need of any further characterization of it.

The following list gives the titles of a number of articles not reviewed in this number, but which are well worth the attention of those who can afford the time to read them:

Decentralizing Tendencies in the French System of Education.—A. Tolman Smith. *The School Review*.

Eyes and General Health of School Children.—J. A. Bach, M.D. *Dietic and Hygienic Gazette*.

Fraudulent Diplomas and State Supervision—Henry Wade Rogers. *Educational Review*.

Fundamental Trinity of the Public Schools.—Stanley Edward Johnson. *Education*.

Herbartian Lesson Outlines.—R. G. Tighe. *Teachers' Institute*.

High School Principal.—John Tetlow. *Educational Review*.

Ideal Course of Study.—J. Koenigbauer. *Educational Foundations*.

Irish Roman Catholic University, An.—A Graduate. *Contemporary Review* for February.

Norwich University.—N. L. Sheldon. *New England Magazine*.

Physical Education in Schools. *Blackwood's Magazine*.

Relation of Play to Character.—John E. Bradley, LL.D. *Education*.

Science in Education.—Sir Archibald Geikie. *Popular Science Monthly*.

Talks to Teachers on Psychology. II.—William James. *Atlantic Monthly*.

### The Bible in the Schools.

The citizens of New Rochelle, New York, want a city charter. In the draft submitted to the legislature the sections concerning the board of education proposed that nothing in the charter "shall authorize the board of education to exclude the Holy Scriptures, without note or comment, or any selections therefrom, from any of the schools." It is apparent that this expresses the wish of the Protestants; the Catholics oppose the clause. Naturally a good deal of feeling has been aroused. Human beings at all times have quarreled more over religion than

anything else; it is about the only thing yet left for enlightened persons to quarrel over.

THE SCHOOL JOURNAL holds that the public schools are the common meeting ground of the children of all sects for instruction in useful knowledge and morality. The Protestant is the descendant of those who shed their blood for the right to read the Bible; he wants to signify to the world that the right exists. It does exist and it is not necessary to proclaim it on the platform of the public school. The public school must be open to the public, to all people. If a part of the public do not want the Bible read, that is a good reason for omitting it; reading in the Bible is not part of the public school course.

When the legislature granted a charter to the board of education of New York city a provision was made that the Bible should be read without note or comment; but that was fifty years ago. If a charter was asked for today such a section would be omitted.

What THE SCHOOL JOURNAL would like to see is this: more activity, on the part of Protestants especially, in teaching religion to the children. The gathering of them once a week in Sunday schools is not enough; the Catholics understand this. Let both Catholics and Protestants gather the children in suitable places two afternoons in the week, at least, and instruct them in religion; and and for this trained teachers are essential.

### Colonel Parker on the School.

The *Helena Independent* gives notes of a lecture delivered by Colonel Parker, which show the colonel's allegiance to his old time position that the school is one of man's efforts for freedom and personal liberty. What is it that fathers and mothers want their children to have? Unquestionably the first desirable possession is health, strength to endure life's battles, and to be useful. Next, they want helpfulness; to be truly helpful should be one of the aims of every human being. And, then, they should possess trustworthiness; what is there nobler than a boy who is relied on to do a thing because he has said he would do it. Then good taste is a quality much to be desired; good taste in dress, in speech, and all that makes up the comforts of life.

Let us ask why children are sent to school. Why to get knowledge, of course; you have been told over and over that knowledge is power, and you believe it. But that is an idea of the medieval ages. A mother who has a daughter who knows a heap is proud of her. The father says his son can read Homer, and he is proud of him. When these children come home and say they have got a greater per cent. than another, why they are proud of that, too.

Let us ask, What is the real purpose of education? Why, it is liberty; what men have fought and bled and died for liberty to think and act according to one's conscience. It means that I may make something of myself in my own way. The pathway is liberty and the goal is freedom, but it is a freedom which each must work out for himself and hence the indispensableness of education. Freedom is a personal matter; you cannot be free alone; it is a community affair. True democracy means that the community shall grant to every individual the right to be free.

Education then does not mean merely getting knowledge—it means working among higher things; we become truly educated by studying the highest things in the world

Here is seen the necessity of having an ideal; it is our ideals that make us. To go to school and learn to read may be a bad thing; it is the use we make of reading that determines this. I know a boy who learned how to read; that led him to be a burglar and the police have got him.

This shows what kind of schools we need. What is the aim of the teacher? Some think of nothing but keeping children still; they cry out for order; their aim is stillness. There is nothing so disorderly as perfect stillness. It is often obtained by the expenditure of cant, hypocrisy, and wickedness. The attempt is to look like an angel in the face while the devil is in the heart.

What nonsense there is about whispering; it is necessary to keep things moving. The idea is that a boy who whispers is a bad boy. I say there are no bad boys; I mean there is no boy but will respond to an appeal made to the best in him if the teacher knows how to make it.

How shall I obtain order? the teacher asks. The great thing to know is that the public opinion of the class or school controls it, and not the teacher. If the public opinion of the school is educated the order will take care of itself.



Amherst is still without a president. Most likely the election will go to President Wm. S. Slocum, of Colorado college, who is an Amherst graduate of '74. President Hyde, of Bowdoin, has also been considered by the trustees, but it seems he is not available as he is in line of promotion for the presidency of Harvard.

The sum of \$2,000,000 which has accumulated under the will of John Simmons, an old Boston merchant who died about twenty-five years ago, will be used to found a college for women. The new institution is to furnish instruction in such branches of art, science, and industry as may be best calculated to enable women to acquire an independent livelihood.

A difficult problem has been and is yet to induce the teacher to work broadly. When he was required merely to know how to read, write, and compute it was of course not to be expected that he would be a broad man. But much fault was found with his results; and they were all finally brought under one specification—that he taught narrowly, that he looked at the child narrowly. Then it was attempted to get more breadth into the school-room; the old pedagogs attacked this effort by calling object teaching, science teaching, clay modeling, etc., "fads." But broad teaching has come to stay and cannot be put down. There is a vast amount of narrow teaching yet.

Professor James Mason Hoppin, the oldest professor in active service at Yale, has announced his resignation. He has held the professorship for thirty-eight years and retires because of old age.

Bonn on the Rhine has been investigating the liquor-drinking habits of its small school children. Out of 247 children, seven or eight years of age in the primary schools, there was not one that had not tasted beer or wine, and not a quarter of them had not tasted brandy. Beer or wine was drunk regularly every day by twenty-five per cent. of the children, while eight per cent., including more girls than boys, received a daily glass of cognac from their parents to make them strong, and sixteen per cent. would not drink milk because it had no taste.

## The Busy World.

*Thirty Million.*—The United States agreed to settle all damages sustained by American citizens in Cuba, Porto Rico, and other Spanish possessions during the recent hostilities; and claims have been filed to the amount of thirty millions already. Some people in Boston think schools are getting to be too expensive; nothing is so expensive as ignorance and war.

*Honesty in Education.*—During the year 1898, the losses by embezzlements, forgeries, and the like foot up six millions, but it is noticeable that none of those handling school money have proved dishonest. Some years ago when it was found William M. Tweed had made himself rich from the city treasury it was feared he might have attacked the school funds—he being a member of the school board; but it was found they were intact.

*East Indians Emigrating to Africa.*—A movement of peoples is now going on of which we have heard very little, but it is nevertheless of great importance. It is the emigration of the over-plus population of India to British East Africa. While the independent republics and British South Africa are enacting laws and enforcing regulations against these Indian emigrants, British East Africa is receiving them with open arms. The Uganda railway is aiding in this movement; as fast as the line is pushed forward and new stations established, an Indian community settles itself in the vicinity to supply the wants of the coolies, traders, clerks, and other officials. The British authorities recognize the value to the region between the Indian ocean and the great lakes of the upper Nile of this influx of industrious people; also that it will relieve the over-populated regions of India.

*Census of Centenarians.*—A census of centenarians recently taken in France gives 213 persons of 100 years and over, 147 of them women and sixty-six men. The women centenarians vastly outnumber the men in England also. France has the most centenarians, Germany and Italy holding second and third places respectively.

*Six New Chemical Elements.*—In the past few months six new chemical elements have been discovered—Krypton, neon, metargon, coronium, polonium, and etherion. Krypton, neon, and metargon were isolated from argon (discovered by Prof. W. Ramsay in 1895), by means of liquefied air. Polonium has not been isolated yet, but it was found as a sulphate in pitchblende; it seems to resemble bismuth in chemical qualities. Coronium was first revealed by the spectroscope in the solar atmosphere; it exists 298,000 miles from the sun's surface, and is believed to be much lighter than hydrogen. It has also been found in the gases of Vesuvius. Etherion is the name given by the electrician Brush to an element that he believes he has found in the atmosphere and that is absorbed and afterward given out by glass heated in a vacuum. Etherion is much lighter than hydrogen, and its conductivity for heat is one hundred times as great, altho hydrogen has been hitherto the best conductor of heat among all the gases.

*Solid Air.*—Prof. Tripler, of New York, has solidified air in considerable quantities; steel put into it burns with great brilliancy. He has made a machine to run by the expansion of solid air into its gaseous state. He claims that three pounds of solid air thus employed will make ten pounds of gaseous air.

*The Planet Mars.*—This planet, now rising at sunset, is distant sixty millions of miles; the north pole is now towards us; one reason of the interest of astronomers is that changes are going on, believed to be due to the varying seasons. There are many who fancy Mars to be inhabited.

Part of the address by Dr. E. E. White before the Department of Superintendence at Columbus, Ohio, on "The Authority of the School Superintendent" will be published in THE SCHOOL JOURNAL next week. This number will also contain the second article of the series by Mr. Hewes discussing "The Practical School," which was begun in the issue of March 4.

## Letters.

### Kindergarten Criticism.

We are accustomed to look with hope and confidence to the *Atlantic Monthly* for literary worth and critical integrity, and we have recently had reason to be grateful to it for significant articles upon educational matters. It is therefore the more grievously astonishing to find in its columns such a mischievous article as the one in the March number entitled "The Kindergarten Child—After the Kindergarten." Is it possible that the energetic editor has been imposed upon by some nimble-witted contributor, seized with an irresistible desire "to poke fun" at serious things? Shades of Lowell protect and forgive him!

Ostensibly the article is published as a criticism and condemnation of kindergarten training, as producing only a "flabby kindergarten intellect" unfit for further training in the primary grade. Some of the weak, irresponsible imitations of kindergarten work are held up to ridicule, and the whole system summarily disposed of in a sneer. Such a method of criticism would dispose of the merits of Robert Louis Stevenson by associating with his method in fiction the literary performances of a Laura Jean Libbey. The writer of the article is either disingenuous or ignorant, perhaps both. The "Miss Bessie" who is presented as a typical kindergartner is simply a libel upon kindergartners. She represents only that class of sham, back-parlor kindergarten teachers, brought into existence mainly by quack "training schools" conducted on the principle of those educational charlatans who advertise to "teach the German language in ten lessons." "Miss Bessie" is merely a caricature and caricature is not criticism; ridicule is the argument of stump politicians, and satire misses its mark when it does not rest on truth. Such a method of creating prejudice against an established form of educational work is an unseemly spectacle, worthy of a different type of journalism from that represented by the *Atlantic Monthly*.

The writer of the article, if not wholly ignorant of the subject, knows that the distinction between *work* and *play*, as she illustrates it, is never permitted to exist in the true kindergarten. She knows that the teaching of the alphabet, with or without the "stories 'bout all the letters," is not found at all in the true kindergarten. She knows that doggerel verses about "Buttercups and Daisies" that are made to blossom at impossible seasons of the year, sung to the melody of "Ka, jinky, jinky, jink," are never heard in the true kindergarten. She knows that if children go from the kindergarten into the primary fitted only to pour out "an avalanche of inaccurate or incorrect information" on every "subject under the sun," it is due to poor teaching and not to wrong principles. But it is needless to particularize further the flippant and irrelevant criticisms. There are undoubtedly such kindergartens as that of "Miss Bessie," even in Massachusetts, but they are sham kindergartens conducted by young women who think they "love children" and are impelled by a restless and misguided desire to do something for the "elevation of the masses." The well-trained, professional kindergartner has to bear the burden of preposterous criticism and prejudice arising from these cheap and ignorant performances under the assumed name of kindergartens. When educational work is placed in the hands of competent directors who are able to discriminate between sham and true methods, frauds of this kind will not be perpetrated; but until then, "Miss Bessie" will continue not only to get into the kindergarten, thru the influence of her "dear friends," but will be found in the primary and every other department of school work.

The vicious influence of such an article as this, filled with false and erroneous assumptions, arises mainly from the authority given to it by the medium thru which it obtains currency. It is peculiarly unfortunate, therefore, that the *Atlantic* should lend its columns to such criticism. It would be easy to condemn all lower grade work

by quoting copiously, in the manner of this article, from the puerile and worthless books that find their way into the school-room thru greedy publishers and gullible teachers, and by cleverly conveying the impression that this is the typical literature of the school. Criticism is always wholesome and helpful when it is honest and fair. Such criticism is welcomed by every properly educated teacher, and such criticism teachers have a right to expect from the *Atlantic Monthly*.

J. W. ABERNETHY.

Berkeley Institute.

### Within a Century's Third.

April 9th is the thirty-fourth anniversary of the surrender of General Lee and the Confederate armies to General Grant at Appomattox court house. It was the last act of the fiercest Civil war known to history. The numbers engaged on both sides, the extent of territory fought over, the life and treasure spent had no precedent. Both sides had fought for principle with the stubbornness and determination which only such a motive can engender. The grand last act was witnessed by few outside of the participants. The scene was deeply impressed on the mind of one soldier who, that night, wrote to his sweetheart a very interesting description. He wrote: "I was so located that I had a good view of the ceremony of the surrender. The scene will never fade from my memory, for it was the most impressive that I have ever witnessed. Here was a semicircle formed by the Union corps commanders with their staffs, mounted. On their countenances could be discerned the expression of satisfaction with having done their duty to the glorious cause of the Union. There was little Phil with his slouch hat and fiery black eyes, ready, if need be, to charge again with his gallant hussars and give the enemy a little cold steel. Custer and Merritt, the great cavalry leaders, were by his side, ready to do or die. Meade, the commander of the Army of the Potomac, looked cool, sedate, and satisfied with the result. Griffin, Gibbon, and Jackson were watchful but betrayed no emotion. Of Grant and Lee I hardly know what to tell you. They were watched with an earnestness that was painful. Grant was mounted on a bay charger. He wore a high-crowned black hat, and was smoking, of course. Lee's mount was an iron gray, and he wore a white slouch hat. He looked gray and old, while his face constantly twitched, as tho he could scarcely keep back the tears. It was plain to see that he was deeply mortified. He has fought for his cause until no hope remains, and among all my companions there is not one who did not feel sorry for the man. Just a little way from where the two generals met was a broken stretcher, stained with the blood of some poor victim, a mute witness of the dawn of peace."

The principals in that scene have passed the last roll call. Grant and Lee are two names whose mention will conjure up a swell of pride in the American breast; pride that two such natures, fighting for their conception of right and truth, could be the product of American life.

In how deep contrast is the situation of to-day! In a generation the sword and spear of civil strife are forgotten; the plowshare and pruning hook have done a great work, with Time's aid; a foe without has drawn tightly the cords of common purpose, which have been slowly spinning; a house, once divided against itself, now stands re-united and a mighty force in the progress of the world. The surrender at Appomattox was the commencement of a period of growth. An inspiring climax was reached last summer when the gray Confederacy united with the blue Union, when Joe Wheeler and Fitzhugh Lee marched away beneath the Stars and Stripes. The South is become patriotic with an intensity of love which the North will echo after the impassioned words of the president at Atlanta: "Re-united! Glorious realization! Re-united! One country again and one county forever. Proclaim it from the press and pulpit! Teach it in the schools! Write it across the skies!"

Binghamton, N. Y.

F. M. ADAMS.

## The Educational Outlook.

### Improvements in Drawing.

UTICA, N. Y.—Water colors have recently been introduced in the Utica public schools. This is a great improvement over mere pencil and brush drawing, especially with the younger children. In the lowest grades, the pupils take considerable interest in drawing pictures of their schoolmates in various poses, positions indicative of rest just before action usually being chosen. A collection of the best work in the various schools has been made for exhibition. Some pictures of girls and boys, school furniture, room corners, and crockery is equal to the live work in many of the current magazines.

In connection with the regular studies calendars are made and it is planned that the work shall be extended to book covers, portfolios, and surface coverings. In the advanced grades instrumental drawing is done, the lessons being so arranged that one week the working drawings are made for the manual training of the following week.

### The Dual System Clumsy.

ALBANY, N. Y.—In his annual report State Supt. Skinner pleads vigorously for a revision of educational laws. During more than a century New York state has been making enactments upon school matters with no definite plan, with no general policy. The result is a body of uncoded and generally contradictory laws. A double administration has grown up, with dual inspection, dual examination, dual appointment. The functions of the department of public instruction and of the University of the State of New York have never been differentiated. Both are trying to do the work which either could do with less expense to the state and with greater efficiency.

What Supt. Skinner recommends is some arrangement whereby every school maintained by public taxation shall be under the direct control of the department of public instruction which shall appoint and pay all teachers employed therein and shall have charge of professional schools for the training of teachers.

To the university shall be assigned the library system of the state, the care of all private schools and of other educational enterprises not maintained by public taxation.

Until some such plan is adopted, there will always be waste and friction.

### Dr. Griggs on Socrates.

PHILADELPHIA, PA.—Dr. Edward Howard Griggs gave a lecture March 8, under the auspices of the Philadelphia Society for University Extension. His subject was "Socrates." He said that as all variation begins and ends in individuals, so in the moral world it is the affirmation of the individual will and ideal that is the moving power in history. The message of the prophet would remain ineffective were it not for the response to it on the part of common men, it is the same element in the multitude which stands out clearly in the moral leader that is the lifting force in human society.

The mission of the great teacher is peculiarly fulfilled in the life of Socrates. Coming as he did at the epoch when Greek thought had turned back upon itself and faced for the first time the question whether there was a truth or virtue beyond the caprice of the individual. Socrates found an ethical mission which would have been impossible in an earlier period. He agreed with the Sophists in holding that in man truth and justice are to be found; but where they sought these in the capricious opinions of individuals, Socrates attempted what Aristotle called "an induction among conceptions" to find the universal and fundamental human reaction.

It is this belief in the eternal reality of truth that gives Socrates his mission and his power. With an irony that was half a sincere humility, he went about professing ignorance on his own part, but seeking to bring to birth the thoughts of others and awaken them to a love and search for truth.

In the Recollections of Xenophon we have external anecdotes of Socrates, true in detail, but nowhere fused in a living portrait. Plato, idealizing his master, and using him at times as a mouthpiece for ideas which were beyond the interest and aim of Socrates, gives us, nevertheless, the inspired portrait thru which we can see the true spirit of the teacher. It is not the incidental details of a life, but its essential spirit which we care to know; and the Socrates of the Apology and the Phaedo is not only a more lofty, artistic creation, but is truer to history than the Socrates of the Memorabilia.

The idealization of Socrates which began in Plato was continued by the Stoics. He became the typical wise man, the pattern for imitation. As such he has entered into the ethical life of humanity. It is this Socrates of the Platonic message, with his sublimely independent reproof of his judges, his unquestioning faith and obedience, and the simple heroism of his exalted death, who is the true Socrates of history, the moral leader whose life and teaching have become part of the very atmosphere of the human spirit.

### Raising the Standard.

AUGUSTA, GA.—The report of the president of the board of education shows that the schools are improving every year.

Under the new regulations all applicants for a certificate to teach must give evidence of having previously taught with success either as a regular or as a substitute teacher.

The pressure upon the negro school has been so great that the New York plan of a double session has been put into operation and the Ware high school for negroes has been turned into an elementary school. The action of the committee in temporarily abolishing high school education for the negro has been severely criticised by some but the general feeling is that they acted for the best.

### Selecting Teachers and Text-Books.

ALLENTOWN, PA.—The two most important questions taken up at the school directors' meeting held here recently were the selection of teachers and text-books. The first was discussed by Dr. Edgar Dubs Shimer, of New York city. "Too often," he said, "we find that the teachers of the lowest grade have not secured the proper educational training. The best teachers should be placed in the lowest grades. The superintendents should make a thoro investigation as to the executive ability of such persons as apply for teaching. Persons holding the higher grades of certificates will not always make the best teachers."

Prof. George T. Ettinger, of Muhlenberg college, said in regard to the selection of text-books that what is new often receives more attention than what is true. Legislators, to prove to their district that they are earning their salaries, think it necessary to introduce a new bill at every session. Educators, to show their mental superiority, think it necessary to publish a book. As a result we have too many poor laws and too many poor books. Changes in text-books should be seldom made, because it is economical and gives pupils and teachers an opportunity to know that book from cover to cover. When changes are made the opinion of the county superintendent and of the teachers should be consulted.

### Parents and the Schools.

The educational possibilities of a child depend on the kind of child as well as on the teacher, at least such is the belief of Dr. W. A. Wetzel, principal of the Pen Argyl (Pa.) public schools. In a paper read before the East Bangor teachers' institute Dr. Wetzel said that the work of the teacher is conditioned upon oatmeal, flannels, soap, and water. The teacher has a right to expect that children shall enter the school clean, with the lesson of obedience thoroly mastered, and knowing the elements of good English. The teacher has a right to expect also that the child shall be present the first day of school, and that he shall attend regularly thruout the term. Some parents allow their children to stay at home at the beginning of a term because the weather is too delightful for confinement in the school-room. Other parents excuse absences near the opening or the close of the term on the ground that these weeks amount to very little anyway. Still other children are kept at home by parents that they may assist in work on the farm or elsewhere. Too little emphasis is laid on the duties owed by parents to their children, to train them properly, to educate them, to fit them for the duties of life.

Fully as trying to the teacher as the absences allowed at the opening and close of the term, are the unnecessary absences and tardinesses scattered thru the year. First there are the petty errands. A prominent school man says he has known a child to lose one-fourth of a day to purchase a penny's worth of yeast. Daily excuses, for any cause except that of health work injustice to the child, and should not be sent by parents. The habit of truant-playing requires the hearty co-operation of parent and teacher. It is useless for either to attempt to break up the habit alone.

Most parents receive monthly report cards containing a summary of the child's work, said Dr. Wetzel. Percentages may be misleading, but there are two sets of figures which are easily understood. They are in the columns showing the number of tardinesses and absences. Teachers should expect that parents will examine these records with care. In addition, parents should occasionally visit the school. It will show them, as no report card can do, how the work of their children compares with that of others.

Dr. Wetzel believes that parents have no right to dissect the teacher before their children. Hostile criticism on the part of the parent is a crime against the children, because it kills whatever power for good the teacher might have exercised over them. Whether the teacher is ideal or not, he is the teacher of their children for the time being, and under normal conditions will do them some good.

### Another Co-Operative Community.

ATLANTA, GA.—On slightly different lines from the model colony at Ruskin, Tenn., is the newly organized *Industrial Educational Fraternity of Georgia*. At Ruskin co-operative production is first, industrial education being a secondary matter; the Georgia plan contemplates the establishment of a colony for the sole purpose of educating young artisans. The promoter of the scheme is the Rev. J. A. Brash, of Louisville, who has for years written educational articles for the *Louisville Courier Journal*. A tract of 1000 acres in Fayette has already been secured and \$75,000 has been subscribed toward the plant. There is an ever-increasing demand in the South for

skilled labor and it is believed that the work of the fraternity will be heartily supported.

### Spindle City Specialists.

LOWELL, MASS.—The results of recent experiments regarding the vision of children in the Lowell schools formed an important part of Supt. Whitcomb's last monthly lecture. In the training school where an investigation was made by Miss Catherine Law it was found that out of 304 children 146 had defective vision. Again in the Highland grammar school, the crack school of the city, Dr. Bell tested the vision of 524 pupils and found 165, or 31 per cent. defective. Of this number only 21 had had knowledge of the existence of a defect. In closing, Mr. Whitcomb asserted his thoro belief in Stanley Hall's doctrine that a ton of knowledge is not worth an ounce of health.

### Better State Certificates.

SALEM, ORE.—One text of the Daly law has been published. In its educational bearing it looks forward to two important ends: (1) the creation of a state board of text-book commissioners; (2) a mere uniform system of state certificates. The powers of the superintendent of public instruction are enlarged. A state board of equalization is established with power to authorize the use of text-books and to grant teachers' certificates. County superintendents are to be elected by popular vote. Their salary is determined by the population of the county.

A state certificate will hereafter entitle the holder to teach in any public school in the state. To be successful a candidate must make an average of not less than 85 and must not in any subject fall below 70%. The state board is privileged to grant certificates without examination to duly qualified persons who hold certificates from other states.

## In and Around New York.

Several members state that in all probability the next high school in Manhattan will be the commercial school of which mention was made last week. The site has been practically determined. It will be in the neighborhood of 59th street and Second ave. The committee is now working over the course of study and has forwarded requests to several American consuls for information regarding some of the famous commercial schools abroad.

### A New Salary Bill.

The proposed amendment to the Ahearn bill has several important provisions. It puts the minimum salary paid to any female teacher in the grades at \$600 for the first year of teaching and \$850 for the tenth and succeeding years, but the minimum salary for the teachers of the seventh and eighth grades shall be \$700 for the first year.

No female teacher shall teach in the seventh and eighth years who has not had at least four years of experience, and no male teacher who shall not have had at least two years experience.

The minimum salary paid to a kindergarten teacher shall be \$600 for the first year and \$850 for the tenth and succeeding years.

No male teacher in an elementary school shall receive less than \$720 for the first year and \$1,400 for the tenth and following years.

The minimum salary for female principals is fixed at \$2,000; that of male principals at \$2,500.

### Letter Library Facilities.

The board of estimate has at last authorized an appropriation of \$500,000 for work on the new public library, Astor, Lenox, and Tilden foundations, in Bryant Park. This initial appropriation is for the removal of the old reservoir. Work will be begun about June 1. The new library will be a most important addition to the educational institutions of the city.

### Society of Pedagogy.

The executive committee of the New York Society of Pedagogy has decided that the rooms of the society, at P. S. No. 6, Madison ave. and 85th st., are to be open from March 25 to April 1, inclusive, from 9 A. M. to 6 P. M. Mr. Page's manuscript on arithmetic will be at the rooms in charge of Miss Hawthorn.

### At the Ethical Culture School.

The next feature in the course of Friday afternoon entertainments is a series of four lectures, by Dr. H. A. Kelly, on the cathedral towns of England. Dr. Kelly made a bicycle tour of central England during the last summer; he brings to his talk a great wealth of illustrative material. While intended primarily for the children of the school, the lectures are open to the general public. They begin at two o'clock.

### At Pratt Institute.

Two important lectures will be delivered by Dr. John A. MacVannel, in the assembly room, on April 6 and 20. The first will have for its subject "The Ideal of Life in the Middle Ages," the second "Modern Theories of Life and Education."

### The Grand Canyon of Arizona.

Mr. Burton Holmes, who has created such a favorable impression in New York, lectures on a subject which is of interest to every American, namely, the "Grand Canyon of the Colorado River in Arizona." During the past summer, Mr. Holmes visited this wonderland of America, and there found ample material for what has proved in other cities to be the most popular of all his lectures. It is illustrated in colors. There are several motion pictures: "The Snake Dances."

Six-horse stage en route; caravan of travelers descending the Canyon trail; Navajo pony race; caravan on the Painted Desert

## Mr. Errant to Chicago Teachers.

Mr. Errant, an ex-member of the board of education, delivered a lecture on Horace Mann at the last principals' meeting. The speaker said that after Mann became interested in education he closed his law office and devoted himself entirely to the bettering of the public schools. Private schools flourished but public schools were in a sad state. Teachers were poorly paid and totally unfit for the work.

Mann insisted that universal education was for the interest of all. He sent circular letters to manufacturers asking their opinion of the commercial and industrial advantages of education. He visited Europe in the interest of the schools and soon after had his famous controversy with principals who attacked him savagely for his reflections upon them. He changed the spirit of the school-room. He believed in making it a place for remodeling the lives from wretched homes. To dignify the profession of teacher he endeavored to make the teacher better and so he instituted normal schools. He advocated better remuneration. He believed in enlightenment, not coercion; the nature of education was to be explained and the beauty of the way shown.

Mr. Errant suggested that we go to Horace Mann's essays if we wish to be refreshed and inspired. To him we owe much of the recognition of the dignity belonging to the office. At one time a teacher was held in very low estimation; any one could teach. Now expert work requires expert services.

Referring to that section of the much discussed Harper bill in which it is suggested that in order to attract men to the schools the salary for males be made larger than for females, Mr. Errant said the schools were acknowledging that women's rates were paid now and that the position, not the person who filled it should decide what the salary should be. If a woman did man's work she should receive man's pay.

Mr. Errant, when a member of the board, was most zealous in the interests of the schools, and believing that good teachers made good schools he spent considerable time in visiting.

MARY E. FITZ GERALD.

## Brief Items of Live Interest.

PHILADELPHIA, PA.—The associated health authorities of Pennsylvania have adopted resolutions opposing the measure introduced in the legislature to repeal the compulsory vaccination law. A committee has been appointed to present these resolutions before the house committee on public health and sanitation.

NEW HAVEN, CONN.—The latest name mentioned in connection with the presidency of Yale is that of Prof. Bernadotte Perrin, of the Greek department. Prof. Perrin is one of the class of '69 and taught at Western Reserve university, and in the Hartford high school before coming to Yale. He is the author of several classical text-books and is said to represent the best traditions of Yale scholarship.

CHICAGO, ILL.—A public reception was given on March 10, at the Henderson school, Joliet, where for a year teachers and pupils have been collecting casts and reproductions from the old masters. The school building, which was formerly the most unattractive in the city, was charmingly decorated. About forty-five photographic reproductions, a dozen good casts, and a large exhibition of water colors by Mr. Le Favor, a young Chicago artist, made an interesting show.

DETROIT, MICH.—Ann Arbor has just organized a manual training association of which Dr. Richard Boone, of the state normal school, is president.

PEORIA, ILL.—Co-Supt. J. L. Robertson has secured a fine list of instructors for the teachers' institute to be held here during the week beginning March 27. Supt. O. T. Bright, of Cook county will have charge of the language and reading, and Dr. Arnold Tompkins will conduct a lesson in the philosophy of teaching. William M. Giffin, of the Chicago normal school, will conduct lessons in history and mathematics. Flora J. Cooke, Eunice Bannister, and Anna A. Allan, are also among those who will instruct the teachers.

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## National Educational Association at Los Angeles, July 11 to 14, 1899.

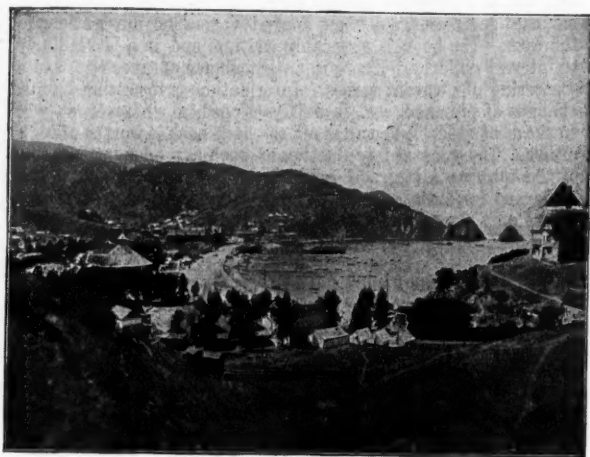
## Santa Cataline Island.

By R. E. S.

Among the many interesting features of Southern California are its island resorts. There one finds a climate far exceeding that of the famous Mediterranean resorts, winter or summer; mountains rising from the sea, boats whose bottoms are of glass, thru which one views the wonders of the deep, and game fishes which have attracted the attention of the world. Such are some of the features of the island of Santa Catalina; three and a half hours from Los Angeles.

The island is considered one of the most picturesque resorts in America. It is a mountain range or a maze of mountains rising from the blue ocean in peaks of from one to nearly three thousand feet in height. It is covered with verdure in mid-winter and is a veritable flower garden in the sea.

The mountains of Santa Catalina are plainly seen from the Sierra Madre, sixty or seventy miles away. Avalon is the only town, on the bay of that name, famous for its beauties and



Santa Catalina Island.

the Leaping Tuna which are caught here and in the immediate vicinity. The town lies in the entrance of a canyon that nearly cuts the island in two. Here we find the hotels, cottages, tents of campers and shops. The beach is lined with the stands of the boatmen who take visitors fishing and boating twenty miles out to sea.

Santa Catalina is the angler's paradise. Here is the home of the yellow tail, from ten to sixty pounds in weight; the black sea bass, from 70 to five hundred pounds; the leaping tuna and many more game fish.

If the visitor to Santa Catalina does not desire fishing, there are endless other attractions. The herds of wild goat, flocks of quail and dove, are inducements to climb the trails and mountains with shot gun and rifle. The wonderful stage road with its loops and curves and highly sensational features and

the fleets of launches taking one to the sea-lion rookeries and the fishing banks are points of interest. The Venetian seine haulers or bait catchers almost daily ply their calling, while at night, the return of the fishing boats are well worth watching.

The various yachts make the circuit of the island, 60 miles, and visit the isthmus, the caves, Silver Canyon, Little Harbor, Catalina Harbor and other points, while the bay in summer is the headquarters of yachts from the North and South.

The sports of Santa Catalina are not all marine. In shore, we find the links of the golf club which are pronounced the most picturesque in America. On the Bay of Avalon stands the dancing pavilion where a ball preceded by a band concert is held every night, and in front of the Hotel Metropole the famous marine band discourses good music every afternoon.

Saturday nights, Avalon is a veritable fairyland. The town is bedecked in lights, and from beach, hillside, and mountain, flash colored lights and fireworks, so that the bay resembles the stage of a gigantic theater set with some spectacular piece. The steamer slowly glides in, rockets, blue, green and yellow lights blazing about her, while from the shore, other rockets are fired, creating a representation of a naval battle.

Santa Catalina island is an exceedingly interesting place; it has been visited by many distinguished educators of America and Europe who found in the wonderful flora and fauna a study of the greatest interest. The native races constitute a study of absorbing interest to the ethnologist. Four hundred years ago, the island was inhabited by a remarkable race of natives who have completely passed away, leaving their mounds, implements in stone, wood, and shell to alone tell their story. Avalon was the site of an Indian town where the image of the great Sun God was probably kept. At Empire Landing where the marble quarries are, is the oldest Indian implement manufactory in America. Here the ancients made their ollas or mortars and many beautiful implements of steatite which found their way all over the South. Almost every canyon mouth was the site of an Indian town and all the islands of the group are treasure-houses of relics of these people from which tons of implements have been taken and sent to the museums of this country and Europe, well representing the California Stone Age. The wonderful marine animals of this region are exhibited in an aquarium, where one is brought face to face with all the marvels of the sea and can study their habits.

The steamer to Santa Catalina is taken at the port of San Pedro where a great breakwater is being built that will give Los Angeles one of the finest harbors in the world. The town already has the best harbor between San Francisco and San Diego and has a large and growing commerce. Near at hand is Long Beach, a city by the sea, a summer resort and winter home of a large number of people. The beach here is unsurpassed in the state and affords a grand drive for many miles either for wheel or carriage. Long Beach has a splendid pier which reaches out into the ocean for the benefit of fishermen and sightseers, and here are anchored the fishing and pleasure boats which add so much to the pleasure of life here.

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## Notes of New Books.

An original plan, combining elementary work in geography with nature study has been devised and carried out in a very practical way by Frank O. Payne, in his little book, recently published, entitled *Geographical Nature Studies*. The book is designed to lighten the work of the teacher. The various lessons are adapted to the comprehension of the youngest pupils and are calculated to stimulate a desire for more knowledge and broader views of the world of nature. The lessons are so arranged that they may be used both as reading exercises and also for topical recitations. Some of the subjects taken up are: Land and Water; The Air; Water in the Air; The Seasons; Slopes; Valleys, etc., etc. All is given in so simple a way that the little ones cannot have the least difficulty in either reading or understanding it. Simple poems are interspersed thru the lessons and the book is delightfully illustrated. The illustrations are worthy of special notice, they add so materially to the value of the book. Many of them are reproduced from photographs and they are gathered from all parts of the earth, showing birds, flowers, hills, valleys, lakes, various kinds of homes, forms of dress and many other subjects too numerous for mention here. (American Book Company. New York, Cincinnati, Chicago.)

*Nature Study for Grammar Grades* was prepared by Wilbur S. Jackman, A. B., of the Chicago normal school, for the guidance of pupils below the high school in the study of nature. To prepare the outlines and suggestive directions necessary for nature work is more than the ordinary teacher has time to do, even if she has the ability. With such a manual as this, each pupil may be made responsible for a certain amount of work, either in the field or in the laboratory. The outlines are most practical and most suggestive. The manual takes up plants, insects, and all kinds of field study, as well as a number of subjects relating to physics. In fact it would seem that hardly anything in the way of nature study that a young pupil could take up has been omitted. (Illinois Printing Company, Danville, Ill. Price, \$1.20.)

One reason for the general ignorance of ornithology which prevails in this country has certainly been the lack of cheap, illustrated, elementary text-books. Up to 1877, when the first

edition of Minot's "Land and Game Birds of New England" appeared, there was scarcely a single volume extant suitable for beginners. Since that time, and especially during the past four years many excellent manuals have appeared. Among these, *Bird World*, by J. H. Stickney, and Ralph Hoffmann, deserves special mention, not only on account of its real merit, but because it is expressly designed for school use, and is the work of authors who are educational, as well as ornithological experts. As it is intended for the use of children, care has been taken to simplify the subject-matter, so far as possible, and to avoid detail. Yet its generalizations are remarkably accurate. It is divided into about seventy short chapters, under such titles as "How Birds Pass the Night," "The Blue Jay," "The Nest as an Oven," "The Swallows," "Bird Lodgings in Winter," etc.

The fundamental principles of ornithology, the anatomy, structure, habits, and general characteristics of birds are very briefly, yet clearly stated, and particular descriptions are given of those which the beginner is most likely to meet. In all, about seventy-five species are treated. There are thirteen full-page plates in half-tone, from drawings by Ernest Seton Thompson, and L. A. Fuertes, besides eight "color-photographs" from mounted specimens, and some forty-two smaller illustrations in the text. The book is agreeably written, and in a style likely to interest children. There is an abundance of anecdote, and a scattering of pleasant verses. Information as to nesting habits, changes of plumage, etc., is deftly slipped in wherever it will do the most good. Taken all in all, the little book is worthy of high praise. The general introduction of such a reader into schools of the intermediate grade would be a fortunate thing for our birds and for their friends, and many an ornithologist of the future may trace back to *Bird World* the origin of his successes. (Ginn & Company, Boston. 214 pp.). ELI WHINEY BLAKE.

Appleton's Home Reading Books are all of them of great interest and value, but none of them are of more worth than the one on *Our Country's Flag and the Flags of Foreign Countries*, by Edward S. Holden, LL.D. It fills a want long felt by teachers and schools. There have been books on the flag, but none we believe, that have treated the subject so completely and yet so concisely as this. Beginning with the flag of Great Britain whose origin it clearly traces, it shows how the ideas developed that produced the Stars and Stripes of to-day. A very valuable

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ble portion of the book is that relating to the flags of other nations, which are accurately described, tho with much less detail. Numerous drawings of standards and heraldic devices adorn the book, together with beautiful colored plates, showing the flags of different nations. (D. Appleton & Company, New York. \$1.25.)

*The Sinking of the Merrimac* is a volume containing Naval Constructor Hobson's account of his heroic feat at Santiago in the Spanish-American war. It is written in a vigorous and graphic style, and one can almost fancy himself present with the brave little band of heroes as they drove their ship boldly in under the Spanish batteries. Their treatment as prisoners was in the main good but this was no doubt due to their capture by Admiral Cervera, who certainly had more humanity than the average Spaniard. Still they were placed in Morro castle under the fire of the American ships, until a protest to the British consul secured their removal to the city of Santiago. An attempt was made to get from Hobson a confession of the object of their coming into the harbor which failed thru his positive refusal to answer questions. Hobson's protests secured for his men better treatment than they would otherwise have received, and those who were injured were thus enabled to recover their strength. When the time came for exchange they were therefore in comparatively good condition. The book is an important contribution to the literature of the war. Numerous illustrations distributed thru the pages add much to the beauty and value of the volume. (The Century Company, New York.)

*Colonial Life in New Hampshire*, by James H. Fassett, is a little book that will be of special interest in the schools of that state, but there is also much in it that is of national as well as local interest. The author has treated the subject topically rather than in the chronological order. In the separate chapters, however, events have been narrated, so far as possible, in their actual order. The book gives a good history not only of what is New Hampshire but of the region which afterwards became the state of Vermont. The pages are adorned by many excellent illustrations. (Ginn & Company, Boston.)

A remarkable volume on *Roman Africa*, by Gaston Boissier, has been translated into English by Arabella Ward. Many English-speaking readers are already acquainted with Boissier's other works and have recognized the simplicity and clearness of the style, the picturesque descriptions of places and the vivid presentation of events. The present volume deals with that part of Africa under Roman rule—the modern Algeria and Tunis. The author transports the reader to Carthage, whence, at will, he may wander across the great stretch of surrounding country, visit the smaller cities and towns, and study in the light of their past history, their inhabitants, their customs, their language and literature, their mode of living, their government, and the ruins of their ancient monuments, many of which are still standing. The book contains several maps and plans. (G. P. Putnam's Sons, New York. \$1.75.)

In the volume entitled *The Homeric Palace*, Norman Morrison Isham, A. M., has presented the main facts the palace of the Homeric time. These facts have been collected from various sources, which are indicated in the bibliography and footnotes, so that those who wish to make a minute investigation can supplement the general survey here given. There are a number of plates embodying the latest discoveries of the archeologists. (The Preston & Rounds Company, Providence, R. I.)

It is hard in a brief notice like this to give an idea of the charm of May R. Atwater's little book of *Stories from the Poets*, in the New Century series. The author has told the fairy, nature, and other stories found in a number of notable literary works in short, simple sentences suitable for reading by pupils in the first grade. The interest of the pupils is thus excited, they enlarge their vocabulary in a pleasant way, and get a foundation for a knowledge of works of literary art that will be of great service to them in after years. As showing the high quality of the matter we will state that Browning, Lowell, Thaxter, Longfellow, Whittier, Macdonald, Sangster, Coolidge, Deland, and Baldwin, and the Bible have been drawn upon. The



#### CLEANSING MATTING.

To make soiled matting look fresh and bright prepare a pailful of warm water with a handful of salt and four tablespoonfuls of Ivory Soap shavings dissolved in it. With a clean cloth squeezed out of the mixture, wipe every breadth of the matting, rubbing soiled spots until they disappear.

A WORD OF WARNING. — There are many white soaps, each represented to be "just as good as the 'Ivory'"; they ARE NOT, but like all counterfeits, lack the peculiar and remarkable qualities of the genuine. Ask for "Ivory" Soap and insist upon getting it

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book is beautifully printed in large type and illustrated. (The Morse Company, New York.)

*Music and Musicians*, by Albert Lavignac, professor of harmony in the Paris conservatory, is a substantial octavo of 500 pages. It is practically a cyclopedia of music in one volume. M. Lavignac designs it both for the "student musician" and "the intelligent and curious amateur," but adds, "this book has not in itself a didactic character." He devotes over half of his work to the theory and construction of music, the remainder to the esthetics and history of music. The publishers have been fortunate in securing Mr. Krehbiel for the American editor. He has revised the bibliographies, written some interesting pages on music in America, and otherwise added to the value of the original book. M. Lavignac writes with remarkable clearness and simplicity, and uses many illustrations and examples in musical notation. There are pictures of every orchestral instrument. (Henry Holt & Company, New York. Price \$3.00.)

*The Study and Difficulties of Mathematics* is the production of Augustus De Morgan, one of the most eminent and luminous of English mathematical writers of the present century. De Morgan was the peer and lineal precursor of Huxley and Tyndall, and he applied to his lifelong task a historical equipment and a psychological insight which have not yet borne their full educational fruit. The author's object has been to notice particularly several points in the principles of algebra and geometry, which have not obtained their due importance in our elementary works on those sciences. (The Open Court Publishing Company, Chicago.)

Teachers will find much help for their work in *Practical Problems in Arithmetic*, by Anna J. McGrath. The design of the author in the preparation of this work has been to avoid the evils that arise from using the blackboard alone for number work, and to assist the teacher, whose pleasant labor in the school-room

is too often made a wearisome task, thru the amount of board-work she finds necessary to place before her pupils. These practical problems can be used side by side with the regular textbook in arithmetic, and can readily be used in connection with any series of arithmetics. It has been the special aim to give facts in geography, history, science, etc., bearing on the courses of study in the primary grades. The author was several years in collecting this information from a variety of sources. (Anna J. McGrath, Detroit, Mich.)

There is an old saying about killing "two birds with one stone." One way to do this figurative feat is to read standard literature in shorthand, such as *Tales from Dickens*, just published. These are engraved in the easy reporting style of the Isaac Pitman shorthand, and will give that practice in reading that beginners in the art so much require. The book, which is nicely illustrated, will be in great demand among students of the system. (Sir Isaac Pitman & Sons, New York.)

The Pitman shorthand has obtained such a hold on the public that its usefulness is not confined to the English language. This simple, logical system is used now in many languages, numbering many writers in German. An application of the system to that language is contained in the little book on *German Shorthand*. It comprises rules and explanations printed in both the English and German languages. (Sir Isaac Pitman & Sons, New York. 50 cents.)

If one desires to get a good elementary knowledge of French without a master there is no better text-book to use than *Pitman's French Course, Part I*. It gives the grammar to the end of the regular verbs, with exercises; carefully selected conversational phrases and sentences, short stories from French authors, and judiciously chosen vocabulary with imitated pronunciation. (Sir Isaac Pitman & Sons, New York. Limp cloth, 25 cents.)

L. B. Walford, is well known as the author of over a dozen of entertaining novels. Among them is *The Intruders*, a story of English life, in which the principal characters, a brother and sister, have been drawn with considerable skill. Amelia thinks she ought to have been a man in place of her easy-going brother. How she was induced to change her opinion is an interesting part of the story. (Longmans, Green & Company, New York.)

*The Archdeacon*, by L. B. Walford, is a story in which the old, old game of love is described, with variations to suit social conditions in England. It has an excellently constructed plot and the author introduces us to some bright and pleasant people whose fortunes cannot fail to engage and hold the interest of the reader. (Longmans, Green & Company, New York.)

*The Heart of Denise and Other Tales*, by S. Levett Yeats, is a volume of stories of more than ordinary interest dealing with life in various countries and with unusual and wonderful incidents. Besides the title story there are "The Captain Moratti's Last Affair," "The Treasure of Shagul," "The Fort of Gautama," "The Devil's Manuscript," "Under the Achilles," "The Madness of Shere Bahadur," "Regine's Ape," and "A Shadow of the Past." (Longmans, Green & Company, New York.)

*Boyhood*, by Ennis Richmond, is a plea for continuity in education. The subjects treated include religious teaching, unselfishness, cleanliness, chivalry, greediness, temper, manners, waste, truth, obedience, punishment and mother-love. The following sentence is a key to the object of the book: "Even with the best preparation at home, the jarring of the spirit of home life and the spirit of school life must obtain, until *parents and schoolmasters work together*." (Longmans, Green & Company, London, New York and Bombay.)

A story of adventure in the mountains, of the most thrilling kind, bears the innocent sounding title of *Little Ethel*. The author, Philip H. Smith, tells of the doings of a gang of outlaws and describes the ways of the people in this isolated community. (F. Tennyson Neely, New York.)

A steamship crossing the ocean is a little world containing nearly all the human elements found in the great world from which they are drawn. Such a company is presented to us in *A Duel of Wits*, by E. Thomas Kaven. The main characters are people of culture and they discuss many social, scientific, and other questions. The reader will find many things in the book to set him to thinking. (F. Tennyson Neely, New York.)

Eastern New York is the scene of the story by F. Cameron Hall, called *A Country Tragedy*. A man of wealth has retired from New York city to a town up the Hudson river; there is an unsolved mystery in his life. One night he is murdered and

his daughter's lover is arrested, charged with committing the crime. The interest from this time until he is proven innocent is intense. (F. Tennyson Neely, New York.)

A dainty volume of *Yale Verse* in blue and gold has been compiled by Charles Edmund Merrill, Jr. It is an attempt on the part of the editor to show at least the spirit of the undergraduate verse of the last decade at Yale. The poems are all taken from the files of the various publications of the university and many of them are very pretty. (Maynard, Merrill & Company, New York.)

The reader will surely coincide with the author, Jessie E. Wright, that the young girl described in her story is *An Odd Little Lass*. Lonnie, the young girl in question, turns out to be a heroine, who performs a great service in recovering stolen property. It is a book that girls will thoroughly enjoy. The illustrations are by Ida Waugh. (The Penn Publishing Company, Philadelphia.)

*The Life and Letters of Lewis Carroll* make the reader personally acquainted with a very charming man who lived in very charming surroundings. Mr. Dodgson, in spite of his eccentricities, had a great many girl friends—boys he detested—to whom he wrote letters that are quite as amusing as the most amusing passages in *Alice in Wonderland*. It is interesting when one considers his clerical conservatism, to notice how many of his young friends were stage children. As an example of clean and wholesome biography, the book is to be recommended to every student of contemporary literature; it will certainly be held in high esteem by the innumerable friends of *Alice*. (The Century Company, New York, 448 pp.)

*The Public School Mental Arithmetic*, by J. A. McLellan and A. F. Ames, is based on McLellan and Dewey's "Psychology of Number." Some of the distinguishing features of the book, as stated by the authors are: It is not a book of puzzles, but contains ideas and principles for easy mastery by rational method; it is based on the idea that number is the tool of measurement; it keeps in view the value of the imaging quantity; the idea of "balance or equation" is made familiar to the pupil, and there is constant insistence on the clear apprehension and statement of the elements of the question. (The Macmillan Company, New York and London. Price 25 cents.)

A brief *Text-book of Anatomy, Physiology and Hygiene* has been prepared by E. Franklin Smith, M. D., of New York city. The special merits claimed for the book are that while it is a little more extended than the majority of school text-books on the subject every endeavor has been made to avoid technicalities; a glossary containing accurate definitions of a large number of the medical terms used will, no doubt, add much to its usefulness. (William R. Jenkins, New York. Price, \$1.00.)

*Lights to Literature* Books One, Two and Three forms a series of progressive readers. Book One was prepared by H. Avis Perdue and Florence E. La Victoire, Book Two by Sarah E. Sprague. The attractive feature of Book One is the illustrations. Of these, a number are in colors and most of the remainder are made from photographs. The best feature of the second reader is the character of the stories. They are really interesting; when so many readers furnish children with matter that neither they nor any older person can enjoy reading, this fact immediately puts the reader far ahead of many of those at present in the hands of children. Book Three consists largely of fables, mythological and other well-known stories written in a manner suited to children. With them are a number of poems and some matter to assist the teacher in arousing the pupils' interest in nature study. (Rand, McNally & Company, Chicago and New York.)

If there is, at present, any dearth in German texts it is certainly in reading material for beginners. Mr. Karl Seeligmann, of the Harvard school in Chicago, in his text *Altes und Neues* supplies a book that will be widely appreciated. The reading matter is easy without being childish. There is an agreeable absence of foreign terms and difficult constructions. This is true to such an extent that the author does not deem it necessary to add notes. A complete vocabulary accompanies the text. (Ginn & Company, Boston.)

Probably there are no other four essays among Emerson's writings that contain more educative value than the four in number 130 of the *Riverside Literature Series*. These essays are "The Superlative," "Uses of Great Men," "Shakespeare; or, the Poet," and "Social Aims." This number of the series, together with numbers 42 and 113 will help to give the reader a good idea of Emerson's style, both in prose and verse. (Houghton, Mifflin & Company, Boston. 15 cents.)

# THE SCHOOL JOURNAL

NEW YORK AND CHICAGO

[Entered at the N. Y. P. O. as second-class matter.]

Published Weekly by

**E. L. KELLOGG & CO.**

The Educational Building,

61 E. NINTH STREET, NEW YORK.

267-269 WABASH AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

## SUBSCRIPTION RATES.

Two DOLLARS a year in advance. One dollar for six months. Single copies, six cents. School board numbers, ten cents. Foreign subscriptions, three dollars a year, postage paid.

## ADVERTISING RATES

Will be furnished on application. The value of THE SCHOOL JOURNAL as an advertising medium is unquestioned. The number and character of the advertisements now in its pages tell the whole story. Circulating as it does among the principals, superintendents, school boards, and leading teachers, there is no way to reach this part of the educational field so easily and cheaply as thru its columns.

## Interesting Notes.

### The Author of "Alice in Wonderland."

Hosts of people on this side of the ocean will be glad to know something about the Rev. C. L. Dodgson, better known by his pen name of Lewis Carroll, the creator of that delightful fairy story, "Alice in Wonderland." He was educated at Rugby and Christ Church, Oxford, and took the preliminary order of deacon in 1861, but never took priest's orders, on account of an impediment in his speech. Soon after he became a contributor to the *Comic Times* and made the acquaintance of Tennyson and George



CHARLES DODGSON, LEWIS CARROLL.

# Pears'

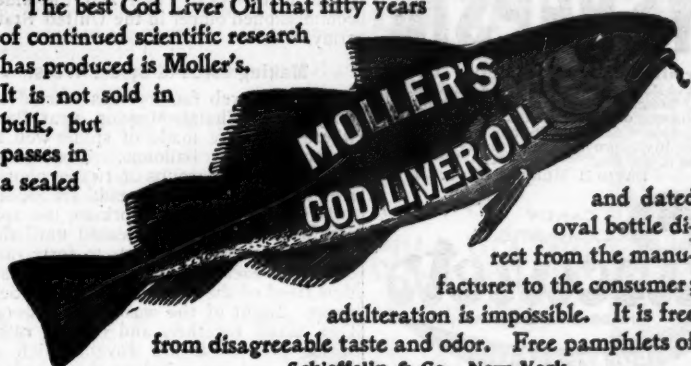
To keep the skin clean is to wash the excretions from it off; the skin takes care of itself inside, if not blocked outside.

To wash it often and clean, without doing any sort of violence to it, requires a most gentle soap, a soap with no free alkali in it.

Pears', the soap that clears but not exoriates.

All sorts of stores sell it, especially druggists; all sorts of people use it.

The best Cod Liver Oil that fifty years of continued scientific research has produced is Moller's. It is not sold in bulk, but passes in a sealed



and dated oval bottle direct from the manufacturer to the consumer; adulteration is impossible. It is free from disagreeable taste and odor. Free pamphlets of Schieffelin & Co., New York.

MacDonald. He at once became a great favorite with the children of their families. At one time he tried to impress on Mr. MacDonald's six-year-old son the advantages of changing his head for a marble one. This is a specimen of the delightful "fooling" in which he continually indulged when among children, the result of an imagination that fairly ran riot.

His favorite child was Alice Liddell, daughter of Dean Liddell, now Mrs. Reginald Hargreaves, with whom and with her little sisters, Lorina and Edith, he was on excellent terms. It was to Alice Liddell and her sisters that Dodgson, on July 4, 1862, told the fairy tale of Alice, during the course of an expedition up the Thames from Christ Church to Godstow and back again, and at other times. Sometimes the story teller would stop suddenly and say: "And that's all till the next time," but the children would insist that "it is next time now," and beg him to proceed. At other times he would pretend to go fast asleep in the midst of an absorbing story to their great dismay. "Alice's Adventures in Wonderland" was published as a book and immediately met with great success. Strange as it may seem, the man who wrote this story was widely known as the author of mathematical text-books. The literary world suffered great loss in the death of Mr. Dodgson several months ago.



ALICE LIDDELL.

### An Important Mission.

Lord Beresford, member of parliament, has come to this country on an important mission—to obtain the opinion of some of the American chambers of commerce regarding the development of trade and commerce in the Chinese empire. Personally he favors the "open door" policy and thinks this could be arranged for by the four powers most interested—viz., the



LORD CHARLES BERESFORD.

United States, Great Britain, Germany, and Japan—and China. These powers could insist that the Chinese government effectively organize its army, in order that trade and capital invested thru treaty rights should be adequately protected. The four powers have no wish to acquire Chinese territory, and by that means be in a position to put on tariff excluding other nations from trade. Lord Beresford believes that the question of peace or war in the future depends on the course taken now, and that his policy will make for peace.

### A Brilliant French Author.

The French society of Harvard university has been especially fortunate in securing the noted French author, Edouard Rod, to deliver a series of lectures, the second series in the interests of French art, literature, and science. This brilliant French scholar made his first appearance in literature twenty years ago when he wrote a pamphlet in warm defense of Emile Zola, who was being bitterly attacked because of his writings. The brilliancy and depth of M. Rod was first shown on the publication in 1885 of his book "La Cours a la Mort." Another book, "Le Sens de la Vie," won for him the cross of the Legion of Honor. He has shown great versatility, producing novels, biographies, criticisms, etc., in rapid succession.



ED. ROUQUARD ROD.

# Consumption

is robbed of its terrors by the fact that the best medical authorities state that it is a curable disease; and one of the happy things about it is, that its victims rarely ever lose hope.

You know there are all sorts of secret nostrums advertised to cure consumption. Some make absurd claims. We only say that if taken in time and the laws of health are properly observed,

## SCOTT'S EMULSION

will heal the inflammation of the throat and lungs and nourish and strengthen the body so that it can throw off the disease.

We have thousands of testimonials where people claim they have been permanently cured of this malady.

50c. and \$1.00, all druggists.  
SCOTT & BOWNE, Chemists, New York.

# DYSPEPSIA

"For six years I was a victim of dyspepsia in its worst form. I could eat nothing but milk toast, and at times my stomach would not retain and digest even that. Last March I began taking CASCARETS and since then I have steadily improved, until I am as well as I ever was in my life."

DAVID H. MURPHY, Newark, O.



Pleasant, Palatable, Potent, Taste Good, Do Good, Never Sicken, Weaken, or Grip. 10c, 25c, 50c.

... CURE CONSTIPATION. ...  
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**NO-TO-BAC** Sold and guaranteed by all druggists to CURE Tobacco Habit.

The Largest Insurance Company in the World.

## The MUTUAL LIFE INSURANCE CO. OF NEW YORK.

RICHARD A. MCCURDY, - President.

CONDENSED STATEMENT FOR 1898

Income	\$55,006,629 43
Disbursements	35,245,038 88
Assets, Dec. 31, 1898	277,517,325 36
Reserve Liabilities	233,058,640 68
Contingent Guarantee Fund	42,238,684 68
Dividends Apportioned for the Year	2,220,000 00
Insurance and Annuities in Force	971,711,997 79

## The Famous Continental Hotel.

PHILADELPHIA.

By recent changes every room is equipped with Steam Heat, Hot and Cold Running water, and lighted by Electricity.

RATES REDUCED.

AMERICAN PLAN.

100 rooms, \$2.50 per day.	125 rooms, \$3.00 per day
125 rooms, \$3.50 per day.	150 rooms, \$4.00 per day
(100) with bath, \$5.00 and upward.	

EUROPEAN PLAN.

100 rooms, \$1.00 per day.	125 rooms, \$1.25 per day.
125 rooms, \$1.50 per day.	150 rooms, \$2.00 per day.
(100) with bath, \$2.00 and upward.	

Steam Heat included.

L. U. MALTBY, Proprietor.

### He Saved the Army at Gettysburg.

The death of Gen. George S. Greene at Morristown, N. J., removes another of the noted veterans of the civil war. He was born in Rhode Island in 1801 and was graduated from the West Point military academy in 1823. He served in various garrisons and as instructor at West Point until 1836, when he left the army and became a civil engineer, building many railroads in the states of Maine, Massachusetts, Rhode Island, New York, Maryland, and Virginia.



He commanded a brigade at Cedar Mountain and a division at Antietam. At Gettysburg, on the night of July 2, 1863, with a part of his brigade, he held the right wing of the Army of the Potomac at Culp's Hill against more than a division of Confederate troops, thereby averting a disaster. He was transferred to the Western armies in September, 1863, and in an engagement near Chattanooga, October 28, 1863, was dangerously wounded in the jaw. When he recovered he joined Sherman's army in North Carolina. At the time of

of his death Gen. Greene was the oldest graduate of West Point and the oldest commissioned officer in the United States army.

### Making Cords of Spider Webs.

A spider web factory was started not long ago at Chalais-Mendon, near Paris, where ropes are made of spider web for French military balloons. The spiders are arranged in groups of twelve above a reel, upon which the threads are wound. It is by no means easy work for the spiders, for they are not released until they have furnished from thirty to forty yards of thread each. The web is washed and thus freed of the outer reddish and sticky cover. Eight of the washed threads are then taken together, and of this rather strong yarn cords are woven, which are stronger and much lighter than cords of silk of the same thickness.

### The Emperor's Artistic Advisor.

The latest addition to the coveted



order of the Black Eagle is Herr von Menzel, now the intimate artistic advisor of Emperor William. It was he who suggested the visit to the studio of Otto Magnussen, the sculptor. Much has been written about that visit, which ended in the emperor purchasing the great work of Frederick the Great on his deathbed and the famous statue of Bismarck wearing his big brimmed hat.

### Drought and Fires in Australia.

A drought exists in Australia and cattle are starving to death by hundreds. An attempt to take the cattle into sections where hay is plentiful proved unavailing. The distressed land owners are meeting to discuss measures of relief, and in cases of government land being occupied are asking for the remission of rent for one year. To add to the distress, bush fires are raging over thousands of miles of territory.

### Swords for Naval Heroes.

The sword that is to be given to Rear Admiral Dewey is finished and on exhibition at Tiffany's in New York. On the blade is the following inscription: "The gift of the Nation to Rear-Admiral George Dewey, U. S. N., in Memory of the Victory at Manila Bay, May 1, 1898." A fine sword has also been given to Commodore John W. Philip who uttered the memorable words at the battle of July 3, 1898, "Don't cheer; they are dying."

### Sale of a Historic Chain.

Former Mayor Hewitt, of New York city, has just brought eighteen links of that famous old chain that was once stretched across the Hudson river at West Point by our American Revolutionary forces, blockading the river against the British ships. The chain was 450 yards in length, and

## "No Eye Like the Master's Eye."

You are master of your health, and if you do not attend to duty, the blame is easily located. If your blood is out of order, Hood's Sarsaparilla will purify it.

It is the specific remedy for troubles of the blood, kidneys, bowels or liver.

**Kidneys**—"My kidneys troubled me, and on advice took Hood's Sarsaparilla which gave prompt relief, better appetite. My sleep is refreshing. It cured my wife also." MICHAEL BOYLE, 3473 Denny Street, Pittsburg, Pa.

**Scrofulous Humor**—"I was in terrible condition from the itching and burning of scrofulous humor. Grew worse under treatment of several doctors. Took Hood's Sarsaparilla and Hood's Pills. These cured me thoroughly." J. J. LITTLE, Fulton, N. Y.

**Hood's Sarsaparilla**  
Never Disappoints

Hood's Pills cure liver ills; the non-irritating and only cathartic to take with Hood's Sarsaparilla.

### A Skin of Beauty is a Joy Forever.

Dr. T. FELIX GOURAUD'S

## ORIENTAL CREAM, OR MAGICAL BEAUTIFIER.

Removes Tan, Pimples, Freckles, Moth-Patches, Rash and Skin disease, and every blemish on beauty, and defies detection. On its virtues it has stood the test of 50 years; no other has, and is so harmless we taste it to be sure it is properly made. Accept no counterfeit of similar name. The distinguished Dr. J. A. Bayre said to a lady of the Haut-ton (a patient): "As you ladies will not harm, I recommend 'Gouraud's Cream' as the least harmful of all the skin preparations." One bottle will last six months, using it every day. Also Poudre Subtile removes superfluous hair without injury to the skin.



For sale by all Druggists and Fancy Goods Dealers throughout the U. S., Canada and Europe. Also found in N. Y. City at R. H. Macy's, Stern's, Ehrich's, Ridley's, and other Fancy Goods Dealers. Beware of Base Imitations. \$1.00 Reward for arrest and proof of any one selling the same.

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Centrally Located and most convenient to Amusement and Business Districts

Of easy access from Depots and Ferries by Broadway Cars direct, or by transfer.

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IS A GREAT ENCHANTMENT.  
Those who have used SAPOLIO in house-cleaning know its service is like magic. Try a cake of it at once.

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Lace and Mousseline Ties, Silk  
Scarfs, Stocks, Liberty Ruffs,  
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Collars, Fichus, Yokes, Fronts.

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## Vick's Garden and Floral Guide

which is a work of art. 24 pages lithographed in colors, 4 pages souvenir, nearly 100 pages filled with handsome half-tone illustrations of Flowers, Vegetables, Plants, Fruits, etc. elegantly bound in white and gold. A marvel in catalogue making; an authority on all subjects pertaining to the garden, with care for the same, and a descriptive catalogue of all that is desirable. It is too expensive to give away indiscriminately, but we want everyone interested in a good garden to have a copy, therefore we will send the Guide and a for DUE BILL for 25c. worth of seed for 15 cts. It tells how credit is given for Full Amount of purchase to buy other goods.

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A perfect little gem of a price list. It is simply the Guide condensed, finely illustrated, and in handy shape, making it convenient for reference, FREE

### Vicks Illustrated Monthly Magazine

Enlarged, improved and up-to-date on all subjects relating to Gardening, Horticulture, etc. 30 cents a year. Special 1899 offer—the Magazine one year, and the Guide for 25 cents.

Our new plan of selling Vegetable Seeds gives you more for your money than any seed house in America.

**James Vicks Sons,**  
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Is not this statement worth investigating if you have a friend suffering from any Kidney disease? Not a patent medicine; neither is patient obliged to come to New York for treatment. Examination and test of urine free of charge; send 4 oz., express paid. Mention this paper.  
Tompkins-Corbin Co., 1306 Broadway, N. Y. City

### Big Baby Carriage Sale.

If any of our readers will out this notice out and send to Sears, Roebuck & Co., Chicago, Ill., they will send you, free, by mail, postpaid, a handsome catalogue of baby carriages in colors, with lowest Chicago wholesale prices, free examination offer, tell you how to order, etc., etc.—[Editor.]

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with the aid of this and the fortification West Point was made strongest military post in the country. Each link of the chain weighed 300 pounds. It is a wonder how they managed to anchor such a chain, as engineering operations were somewhat crude at that time.

### Health for Ten Cents.

A lively liver, pure blood, clean skin, bright eyes, perfect health—Cascarets Candy Cathartic will obtain and secure them for you. All druggists, 10, 25, 50 cents.

### Antikamnia in Acute and Chronic Rheumatism.

W. S. Rowley, M. D., of 9 Glen Park Place, Cleveland, O., writes:—"I take great pleasure in saying that I have found antikamnia very valuable in both acute and chronic rheumatism, also in all forms of neuralgia, and as yet I have not seen any depressant action on the heart such as has prevented my using other of the coal-tar derivatives. I prescribe antikamnia in five-grain doses, repeated every two to three hours. The tablet is the most convenient form of exhibition, and presents as well, the most accurate dosage."—"North American Practitioner."

### "A Thrilling Night's Ride"

is the title of a very interesting illustrated story, which will be mailed free upon receipt of two cents postage by H. A. Gross, 461 Broadway, New York City.

### A Soap Trust Canard.

BUFFALO, N. Y., March 8, 1899.

The recent report of the combination of Soap Manufacturers is absolutely untrue in so far as it referred to The Larkin Soap Mfg. Co., of Buffalo. The unique Larkin Idea—"Factory to Family"—will continue to serve, and to stand by, the whole people, and The Larkin Company does not need, and will not form, an alliance with any other Soap Company.

Lady Randolph Churchill is preparing to publish a periodical magazine in sumptuous form, which will cost a guinea a copy. Emperor William and other royal personages will be contributors.

### American Library Association, ANNUAL CONVENTION.

Atlanta, Ga., May 8th and 20th, 1899.

For the above occasion the Southern Railway announces rate of One and One-third first-class fares for the round trip on the "Certificate" plan.

Tickets for going journey will be issued at regular first-class one-way rate with Certificates of purchase commencing May 5th, and upon presentation of such Certificates, properly visited by the Secretary of the Convention at Atlanta, tickets will be sold for return journey from Atlanta to original starting point, up to and including May 23d, 1899, at one-third of the first-class single fair paid on the going journey.

The attention of visitors and delegates to the above convention is called to the fact that the Southern Railway in connection with the Pennsylvania R.R. forms the direct line between New York and Atlanta, and the only line operating thru Pullman Cars and Dining Car Service.

For further information, reservation of Pullman space, etc., address,

ALEX. S. THWEATT,  
Eastern Pass'r Agent,  
271 Broadway, N. Y.

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MRS. WINSLOW'S SOOTHING SYRUP has been used for over FIFTY YEARS by MILLIONS of MOTHERS for their CHILDREN WHILE TEETHING, with PERFECT SUCCESS. It SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS all PAIN, CURES WIND COLIC, and is the best remedy for DIARRHŒA. Sold by Druggists in every part of the world. Be sure to ask for "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

# DINNER SET FREE

(Decorated or White, 112 and 126 Pieces.)

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## GOLD WATCH

WITH ONLY 30 POUNDS OF  
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## SUN-SUN- CHOP



### SPECIAL OFFER THIS MONTH.

This Tea is packed in 1-pound Decorated TIN Canisters to preserve the rich, fine, delicate flavor and great strength. Warranted to suit all tastes.

LACE CURTAINS, WATCHES, CLOCKS, TEA-SETS, TOILET SETS

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Send this "ad" and 15 cents in postage stamps and we will send a 1/4-lb. Sun-Sun-Chop Tea or any other Tea you may select—and our New Illustrated Price List.

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At the End of Your Journey you will find it a great convenience to go right over to  
**The GRAND UNION HOTEL**  
Fourth Ave., 41st and 43d Sts.  
Opposite Grand Central Depot, New York.  
Central for shopping and theatres.  
Baggage to and from 42d St. Depot free.  
Rooms, \$1.00 per day and Upwards.

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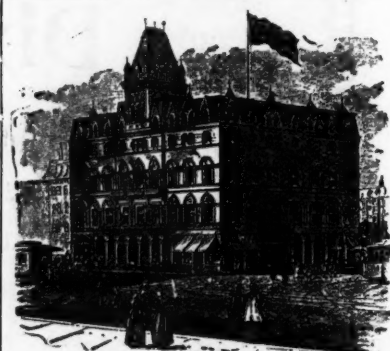
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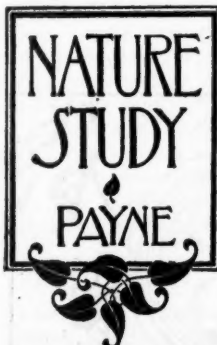
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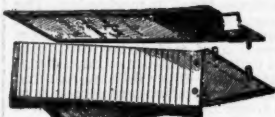
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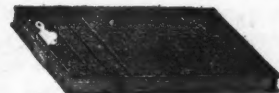


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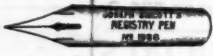
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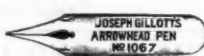
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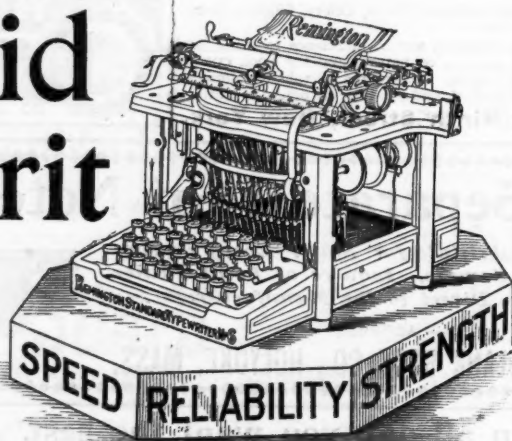
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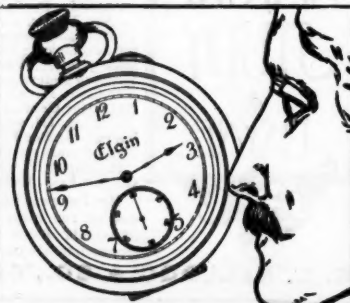
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